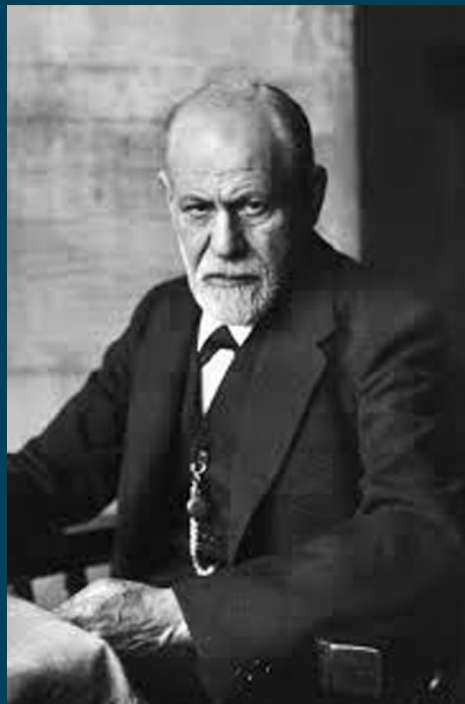


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## Person of the Issue



Sigmund Freud (1856-1939)

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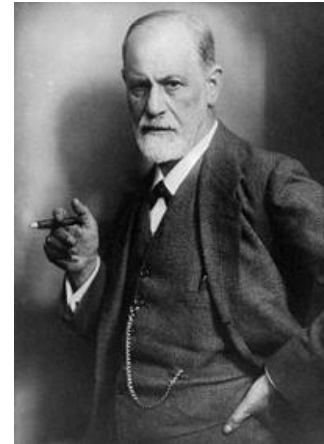
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## Person of Issue: Sigmund Freud (1856-1939)

Mr. Ankit P. Patel\*

	Sigismund Schlomo Freud
<b>Born</b>	6 May 1856 Freiberg in Mähren, Moravia, Austrian Empire (now Příbor, Czech Republic)
<b>Died</b>	23 September 1939 (aged 83) London, England
<b>Nationality</b>	Austrian
<b>Fields</b>	Neurology Psychotherapy Psychoanalysis
<b>Institutions</b>	University of Vienna
<b>Alma mater</b>	University of Vienna (MD, 1881)
<b>Academic advisors</b>	Franz Brentano Ernst Brücke Carl Claus
<b>Known for</b>	Psychoanalysis
<b>Influences</b>	Aristotle, Börne, Brentano, Breuer, Charcot, Darwin, Dostoyevsky, Empedocles, Fliess, Goethe, Haeckel, Hartmann, Jackson, Jacobsen, Kant, Mayer, Nietzsche, Plato, Schopenhauer, Shakespeare, Sophocles
<b>Influenced</b>	Adorno, Althusser, Bass, Bloom, Breton, Brown, Chodorow, Dalí, Deleuze, Derrida, Firestone, Anna Freud, Fromm, Gallop, Gilligan, Grosz, Guattari, Habermas, Horney, Irigaray, Janov, Jones, Jung, Kandel, Khanna, Klein, Kovel, Kristeva, Lacan, Lyotard, Marcuse, Merleau-Ponty, Mitchell, Molyneux, Paglia, Perls, Rank, Reich, Ricœur, Rieff, Sartre, Solms, Stekel, Sullivan, Trilling
<b>Notable awards</b>	Goethe Prize (1930) Foreign Member of the Royal Society (London)
<b>Spouse</b>	Martha Bernays (m. 1886–1939, his death)



### Signature

*Sigmund Freud*

\*M.A, Clinical Psychology, Dept. of Psychology, Sardar Patel Uni. Vallabh Vidhyanagar, Gujarat



Sigmund Freud was one of the trailblazers of modern-day psychology. As the originator of Psychoanalysis, Freud distinguished himself as an intellectual giant. He pioneered new techniques for understanding human behavior, and his efforts resulted in the most comprehensive theory of personality and psychotherapy ever developed. Freud was the firstborn in a Viennese family of three boys and five girls. He was born in Freiberg, a rural town near Ostrau in northwestern Moravia. Even though Freud's family had limited finances and were forced to live in a crowded apartment, his parents made every effort to foster his obvious intellectual capacities.

From a very early age he had many interests, unfortunately his career choices were limited because of his Jewish heritage. He attended school at "Leopoldstdter Communal-Real-und Obergymnasium" and took his leaving exam in July 1873. This was also the year that Freud registered at the faculty of Medicine at the University of Vienna. In 1881 he obtained his doctorate in medicine. From 1876 to 1882 he worked as a research assistant at the Institute of Physiology under Ernst Brcke, with neurology as his main focus. In 1885 Freud received a One-year scholarship with Charcot at the "Salpetriere" in Paris. In 1886 Freud opened his first neurologist's office in Vienna, Rathausstrasse 7. Under Jean-Martin Charcot, Freud practiced and observed hypnosis as a clinical technique, and began to formulate the beginnings of his theory on the mind.

Freud went on to make nervous ailments his speciality, concentrating on hysteria. By 1895, the year he published *Studies on Hysteria* with Josef Breuer, he had made significant progress in mapping out and defining his own theory of the mind. A period of intense work and self-analysis, further inspired by the death of his father, led Freud to his publication of *The Interpretation of Dreams* in 1900 and of *Psychopathology of Everyday Life* in 1901. The latter work, offering amusing and easily applicable anecdotes of Freudian slips, found a wide audience for his theories of the mind. By 1902 he finally gained the position of associate professor at the University of Vienna. In 1908 Freud established a Psychoanalytic society in Vienna, and thus his new field began to gain wider acceptance. Also in this period Freud published papers on religion, literature and more importantly his introductory lectures, which secured him a wide and popular audience. In 1920, inspired by the death of his daughter Sophie, *Beyond the Pleasure Principle* was published. Soon after in 1923 *The Ego and the Id* was published. This work contained a final formulation of his structural theory of the mind. In late 1923 Freud suffered from cancer and had surgery. However he continued to publish his work and in 1927 he published a series of papers on female sexuality.

Freud died in 1939. Today he falls under criticism from most sides, as his speculative theories fail to find support. However, Freud's work presented a new way of thinking about human nature, and his legacy lives on in the vocabulary and beliefs of millions.

## Theory

Sigmund Freud is the father of Psychoanalysis. He continued to modify his theory over a period of nearly half a century. Psychoanalysis focuses on the unconscious aspects of personality.



According to Freud the human mind is like an iceberg. It is mostly hidden in the unconscious. He believed that the conscious level of the mind was similar to the tip of the iceberg which could be seen, but the unconscious was mysterious and was hidden. The unconscious also consists of aspects of personality of which a person is unaware. The conscious on the other hand is that which is within our awareness. The preconscious consists of that which is not in immediate awareness but is easily accessible.

In 1923 Freud described his constructs of the id, ego and the superego. The id is the most primitive part of our personality. It operates according to the pleasure principle and it simply seeks immediate gratification. Freud believed that every human had a life and death instinct. The life instinct is called *eros* while the death instinct is called *thanatos*. Both are integral parts of the id. And the energy for this mechanism is libido, a flowing, dynamic force.

The ego is different from the id as it is extremely objective. It operates according to the "reality principle" and deals with the demands of the environment. It regulates the flow of libido and keeps the id in check, thus acting as a "control center" of the personality. It is the superego which represents the values and standards of an individual's personality. It acts as an internal judge, it punishes the ego with feelings of guilt or it rewards, which lead to feelings of pride and heightened self esteem. The superego is a characteristic of the personality which strives for perfection. According to Freud, the disparity and development of the id, ego and the superego, determines an individual's behavior in a given situation, which in turn results in the development of the personality. Freud placed great importance on the early years of a child as he believed that what we are as adults is determined by childhood experiences. Freud called these early years of development the psychosexual years of development. These early years proceed through a number of stages. Each child undergoes the different stages. These stages are the oral stage (first year of life), the anal stage (second year), phallic stage (third through fifth year), a period of latency (from 6 to 12), and the genital stage (after puberty). Freud believed that as every child passes through these stages there might be a likely possibility that a child may spend more time in a particular stage than they ought to. This condition can lead to a fixation or an incomplete development of the personality. A critical event during the first five years of life is the experience of Oedipus and Electra conflicts. Freud believed that both sexes encounter and must deal with these turmoils, which result from boys developing sexual attraction toward their mothers, and girls developing sexual attraction towards their fathers. A boy may have feelings of jealousy towards his father as he is an obstacle between him and his mother. And, they fear retaliation by their fathers if they are caught (fear of castration). Since the boy loves his father, these feelings are repressed and he begins to identify with the father, adopting his values. Similarly girls develop hostility towards their mothers, unconsciously blaming their mothers for not being equal with boys. They assume that something is missing and feels inadequate (penis envy).

Another major aspect of psychoanalysis is the development of defense mechanisms. According to the theory defense mechanisms are used by the ego to protect the person from anxiety. Repression is when information is pushed down into the unconscious. This information is either unpleasant or undesirable and may cause anxiety. Very often this information is pushed so deep down into the unconscious that is hard to retrieve. Reaction formation is when due to anxiety feelings are replaced by the extreme opposite. For instance a person feeling hate will be replaced

by love. Undoing is when the ego completely changes actions which lead to feelings of anxiety. In this mechanism the truth may be drastically distorted. Projection is when an individual tends to assign one's own shortcomings on to someone else. Rationalization is when an irrational act is made to appear rational. Denial occurs in cases where the ego is threatened and a person refuses to acknowledge the reality or seriousness of the situation. Identification involves empathizing with the qualities or characteristics of another favorable person. Fixation and Regression are related mechanisms which occur during psychosexual development.

Psychoanalysis is also a therapy. It is based on the observation that individuals are often unaware of many of the factors that determine their emotions and behavior. Psychoanalytic treatment demonstrates how these unconscious factors affect current relationships and patterns of behavior, traces them back to their historical origins, shows how they have changed, and helps individuals to deal better with the realities of adult life.

## **Time Line**

1856 Born in Freiberg (Pribor), northwestern Moravia  
 1859 Family moved to Vienna's "Leopoldstadt", or second district  
 1865 Attended high school at "Leopoldstadter Communal-Real-und Obergymnasium"  
 1873 Registered at the Faculty of Medicine of the University of Vienna  
 1878 He changed his first name "Sigismund" to "Sigmund"  
 1881 Obtained his doctorate in Medicine  
 1882 Worked as a research assistant at the Institute of Physiology under Ernst Brücke  
 1885 One-year scholarship with Charcot at the "Salpêtrière" in Paris  
 1886 Opened up his first neurologist's office in Vienna, Rathausstrasse 7  
 1886 Married Hamburg-born Martha Bernays (1861-1951)  
 1887 Birth of his elder daughter Mathilde (1887-1978)  
 1889 Birth of his son Martin (1889-1967)  
 1889 Scholarship in Nancy, with Libault and Bernheim: hypnosis studies  
 1891 Birth of his son Oliver (1892-1970)  
 1891 Freud family moved to the house Berggasse 19 in the 9th Viennese District  
 1892 Birth of his son Ernst (1892-1970)  
 1893 Birth of his daughter Sophie (1893-1920)  
 1895 Birth of his daughter Anna (1895-1982)  
 1895 Publication of his studies on hysteria together with Josef Breuer  
 1896 Freud called his new therapeutical treatment Psychoanalysis  
 1900 Publication of the book "Traumdeutung"/ "The Interpretation of Dreams"  
 1901 Publication of "Psychopathology of Everyday Life"  
 1902 Appointed associate professor of the Faculty of Medicine at the University of Vienna  
 1905 Publication of "Der Witz und seine Beziehung zum Unbewussten" und "Drei Abhandlungen zur Sexualtheorie"

1908 Founding of the "Viennese Association of Psychoanalysis"  
 1909 Guest lectures in the United States, University in Worcester, Massachusetts  
 1910 Founding of the "International Association of Psychoanalysis"  
 1912 Publication of "Yearbook of Psychoanalysis"  
 1913 Publication of the "International Magazine for Psychoanalysis"  
 1917 Freud comes out with "Lectures introducing Psychoanalysis"  
 1919 Publication of "The International Journal of Psychoanalysis"  
 1920 Publication of "Beyond the Pleasure Principle"  
 1920 Freud is finally appointed Professor of the University of Vienna  
 1923 Falls ill with palatine cancer  
 1923 Publication of "The Ego and the Id"  
 1924 Appointed "Citizen of Vienna" by the City of Vienna  
 1930 Freud is awarded the Goethe Prize for Literature honoring his "clear and impeccable style"  
 1930 Publication of "Civilization and its Discontents"  
 1930 Death of Freud's mother  
 1933 Freud's book burnt in Berlin  
 1936 First recurrence of cancer  
 1938 Nazi Invasion and thus decision to leave Vienna  
 1938 Journey to London  
 1939 Inoperable recurrence of cancer  
 1939 Freud dies on September 23

## Books

- 1891 On Aphasia
- 1895 Studies on Hysteria (co-authored with Josef Breuer)
- 1900 The Interpretation of Dreams
- 1901 On Dreams (abridged version of The Interpretation of Dreams)
- 1904 The Psychopathology of Everyday Life
- 1905 Jokes and their Relation to the Unconscious
- 1905 Three Essays on the Theory of Sexuality
- 1907 Delusions and Dreams in Jensen's Gradiva
- 1910 Five Lectures on Psycho-Analysis
- 1910 Leonardo da Vinci and a Memory of his Childhood
- 1913 Totem and Taboo: Resemblances between the Psychic Lives of Savages and Neurotics
- 1915-17 Introductory Lectures on Psycho-Analysis
- 1920 Beyond the Pleasure Principle
- 1921 Group Psychology and the Analysis of the Ego
- 1923 The Ego and the Id
- 1926 Inhibitions, Symptoms and Anxiety
- 1926 The Question of Lay Analysis
- 1927 The Future of an Illusion

- 1930 Civilization and Its Discontents
- 1933 New Introductory Lectures on Psycho-Analysis
- 1938 An Outline of Psycho-Analysis
- 1939 Moses and Monotheism

## **Case histories**

- 1905 Fragment of an Analysis of a Case of Hysteria (the Dora case history)
- 1909 Analysis of a Phobia in a Five-Year-Old Boy (the Little Hans case history)
- 1909 Notes upon a Case of Obsessional Neurosis (the Rat Man case history)
- 1911 Psycho-Analytic Notes on an Autobiographical Account of a Case of Paranoia (the Schreber case history)
- 1918 From the History of an Infantile Neurosis (the Wolfman case history)
- 1920 The Psychogenesis of a Case of Homosexuality in a Woman
- Papers on sexuality
- 1906 My Views on the Part Played by Sexuality in the Aetiology of the Neuroses
- 1908 "Civilized" Sexual Morality and Modern Nervous Illness
- 1910 A Special Type of Choice of Object made by Men
- 1912 Types of Onset of Neurosis
- 1912 The Most Prevalent Form of Degradation in Erotic Life
- 1913 The Disposition to Obsessional Neurosis
- 1915 A Case of Paranoia Running Counter to the Psycho-Analytic Theory of the Disease
- 1919 A Child is Being Beaten: A Contribution to the Origin of Sexual Perversions
- 1922 Medusa's Head
- 1922 Some Neurotic Mechanisms in Jealousy, Paranoia and Homosexuality
- 1923 Infantile Genital Organisation
- 1924 The Dissolution of the Oedipus Complex
- 1925 Some Psychological Consequences of the Anatomical Distinction between the Sexes
- 1927 Fetishism
- 1931 Female Sexuality
- 1938 The Splitting of the Ego in the Process of Defence

## **Autobiographical papers**

- 1914 On the History of the Psycho-Analytic Movement
- 1925 An Autobiographical Study

## **The Standard Edition**

The Standard Edition of the Complete Psychological Works of Sigmund Freud. Trans. from the German under the general editorship of James Strachey, in collaboration with Anna Freud, assisted by Alix Strachey, Alan Tyson, and Angela Richards. 24 volumes, London: Hogarth Press and the Institute of Psycho-Analysis, 1953-1974.

- Vol. I Pre-Psycho-Analytic Publications and Unpublished Drafts (1886-1899).
- Vol. II Studies in Hysteria (1893-1895). By Josef Breuer and S. Freud.
- Vol. III Early Psycho-Analytic Publications (1893-1899)
- Vol. IV The Interpretation of Dreams (I) (1900)
- Vol. V The Interpretation of Dreams (II) and On Dreams (1900-1901)
- Vol. VI The Psychopathology of Everyday Life (1901)
- Vol. VII A Case of Hysteria, Three Essays on Sexuality and Other Works (1901-1905)
- Vol. VIII Jokes and their Relation to the Unconscious (1905)
- Vol. IX Jensen's 'Gradiva,' and Other Works (1906-1909)
- Vol. X The Cases of 'Little Hans' and the Rat Man' (1909)
- Vol. XI Five Lectures on Psycho-Analysis, Leonardo and Other Works (1910)
- Vol. XIII Totem and Taboo and Other Works (1913-1914)
- Vol. XIV On the History of the Psycho-Analytic Movement, Papers on Meta-psychology and Other Works (1914-1916)
- Vol. XV Introductory Lectures on Psycho-Analysis (Parts I and II) (1915-1916)
- Vol. XVI Introductory Lectures on Psycho-Analysis (Part III) (1916-1917)
- Vol. XVII An Infantile Neurosis and Other Works (1917-1919)
- Vol. XVIII Beyond the Pleasure Principle, Group Psychology and Other Works (1920-1922)
- Vol. XIX The Ego and the Id and Other Works (1923-1925)
- Vol. XX An Autobiographical Study, Inhibitions, Symptoms and Anxiety, Lay Analysis and Other Works (1925-1926)
- Vol. XXI The Future of an Illusion, Civilization and its Discontents and Other Works (1927-1931)
- Vol. XXII New Introductory Lectures on Psycho-Analysis and Other Works (1932-1936)
- Vol. XXIII Moses and Monotheism, An Outline of Psycho-Analysis and Other Works (1937 - 1939)
- Vol. XXIV Indexes and Bibliographies (Compiled by Angela Richards, 1974)

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## LEADERSHIP STYLE OF PHARMACEUTICAL AND ENGINEERING COMPANY EMPLOYEES

**Jashvantbhai Devda\***

**Dr. S. M. Makwana\*\***

### ABSTRACT

Aim of the research is to find out the “leadership style among pharmaceutical and engineering company employees” to study by researcher selected three variables one is type of organization, second is category was employee and third of education qualification. The groups have 300 employs. In each group has 150 pharmaceutical employees and other one groups has 150 engineering employees. Scale was use for data collection is personal datasheet and leadership style scale developed by L. I. Bhushan (2005), 2x2x3 factorial design was used and data were analysis by ‘F’ test. Result show, there was significant difference of leadership style between pharmaceutical and engineering company employees, the leadership style scores of engineering company employee is higher than pharmaceutical company employee. There was significant difference of the leadership style between manager and worker of pharmaceutical and engineering company employees, the leadership style scores of manager is higher than worker. There was no significant difference of the leadership style between post-graduate, graduate and diploma degree holder of pharmaceutical and engineering company employees. There was no significant interaction effect of the leadership style between types of organization and category of employees of pharmaceutical and engineering company employees. There was no significant interaction effect of the leadership style between types of organization and education qualification of pharmaceutical and engineering company employees.

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There was significant interaction effect of the leadership style between category of employee and education qualification of pharmaceutical and engineering company employees. There was significant interaction effect of the leadership style between types of organization, category of employees and education qualification of pharmaceutical and engineering company employees.

## **.1. Introduction**

The word “leader” appeared in the English language at about the year 1300 (Oxford English Dictionary, 1933) and the “Leadership” at about 1800 A.D. (Stogdill, 1974).

However, the issues of leadership are as old as the human civilization. As soon as some individuals started dominating others, organizing people to fight aliens, and protecting their own people, they emerged themselves as leaders. Even some animals are known for dominating and leading their flock. Earlier, heads to tribal groups, kings and warriors were recognized as the leaders. They were superiors and masters. Later on similar superiority was noticed in other areas where religions preaches and reformists, political figures, mafia kings and Godfathers, intellectual grants, industrialists, revolutionaries, sports genius, artists and the top men in almost all spheres of the society were respected as leaders.

The principal's role is to serve as a democratic leader than to be a dictator or autocratic giver of orders. In no other area of the management of the school is democratic leadership, more important than in the improvement of instructions of the development of curriculum materials. Principals, as well as leaders in other areas, may be not expect loyalty and strict “followership” unless they involve teachers in planning institutional improvement and earn the position of leadership which the office tentatively allows them. Leadership which is achieved is more dynamic than that which is ascribed.

During the past couple of decades there has been a serious attempt to study and determine what makes for good leadership. The Students of public administration and business administration have analyzed the factors which go to make up leadership. Social psychologists have also carried out many analytical studies of leadership and have conducted experimental studies of democratic and authoritarian groups, particularly with children. More recently, school of education have been carrying on studies of leadership in education both independently and as a result of the other stimulus provided by the cooperative study of educational leadership.

## Definitions of leadership

The following are the views of different authors on leadership:

- Dubin (1952) says, “Leadership is the exercise of authority and the making of decision.”
- According to George R. Terry (1960:442), “The will to do is triggered by leadership and lukewarm desires for achievement are transformed into burning passion for successful accomplishment by the skillful use of leadership.”
- In the words of Peter Drucker (1970:159), “Leadership is lifting man’s vision to higher sights, the rising of man’s performance to a higher standard, the building of man’s personality beyond its normal limitations.”
- Alford and Beatty (1951:111), define “Leadership as the ability to secure desirable actions from a group of followers voluntarily without the use of coercion.”
- According to Keith Davis (1967:96), “Leadership is the ability to persuade others to seek defined objectives enthusiastically. It is the human factor which binds a group tighter and motivates it towards goals.”
- Hemphill (1954), “The initiation of acts that in a constant pattern of group interaction directed toward the solution of mutual problems.”
- According to Stogdill (1948), “Leadership is the process of influencing group activities toward goal setting and achievement.”

For the purpose of present study Hemphill’s (1949) definition of leadership has been chosen as the simplest and is most appropriate. In this one sentence he summed up the basic definition and dynamics of all leadership- the directing of group activities, the implications of leadership suggest that a dichotomy between the leader as super ordinate and the follower as subordinate as far as roles and functions are concerned. However, regardless of the obvious, the effective leader must dynamic leadership to facilitate the instructional process.

It is undoubtedly clear that different types of situations call for different types of behavior. There is no guarantee whether one leadership behavior will always be effective or not. But it should be understood that any leadership behavior utilized by the leader while administering the affairs of his office is likely to have an effect on organizational performance, be it positive or negative.

## Types of Leadership

People are exposed to a broad and ever growing variety of theories that explains the concept and the practice of leadership, albeit, today's leadership experts still can't dare ignore theorists like, Maslow, Smith, Barnard, Deming, Mayo, Fayol, Weber, Hamel, etc... who have crafted the most fundamental definitions of leadership and its countless characteristics. Some of the types of leadership were selected to help leadership students and readers understand this concept with a little more clarity. My main purpose here is to provide a brief overview of the more dominant types of leadership. It is important to note that this submission attempts to single out some types of leadership models not all. It is not intended to introduce any new theory. It is posted to help some of you who had requested my opinion about different types of leadership.

- Autocratic Leadership:** The autocratic leader is given the power to make decisions alone, having total authority. They stand in master of the people and impose their wills and no one is allowed to challenge them. On the other end, this leadership style is seems to be good for employees that need close supervision to perform certain tasks. Creative employees and team players resent this type of leadership, since they are unable to enhance processes or decision making, resulting in job dissatisfaction (Lewin, Lippitt, & White, 1939).
- Bureaucratic leadership:** The bureaucratic leader believes more in very structured procedures and tends to bend over the pre-established measures rather it was successful or not. This type of leadership has no space to explore new ways to solve problems and is usually slow paced to ensure adherence to the ladders stated by the company. Leaders ensure that all the steps have been followed prior to sending it to the next level of authority. Universities, hospitals, banks and government usually require this type of leader in their organizations to ensure quality, increase security and decrease corruption. Leaders who would like to speed up the process will experience frustration and anxiety and are not welcome (Weber, 1905).
- Charismatic leadership:** The charismatic leader leads by infusing energy and eagerness into their team members. A charismatic leader is someone who is often on the run. S/he is not someone who feels pleased with any type of stationary situation. This type of leader

has to be committed to the organization for the long run. If the success of the division or project is attributed to the leader and not the team, charismatic leaders may become a risk for the company by deciding to resign for advanced opportunities. It takes a company time and hard work to gain the employees' confidence back with other type of leadership after they have committed themselves to the magnetism of a charismatic leader (Weber, 1905).

- **Democratic leadership:** The democratic leader listens to the team's ideas and studies them, but hold the responsibility to make the final decision. Team players contribute to the final decision therefore increasing people satisfaction and ownership, feeling their input was considered when the final decision was taken. When changes arises, this type of leadership helps the team assimilate the changes better and more rapidly than other styles, knowing they were consulted and contributed to the decision making process, minimizing Julio Warner Loiseau, BSc. MPA resistance and intolerance. A shortcoming of this leadership style is that it has difficulty when decisions are needed in a short period of time or at the moment (Lewin, Lippitt, & White, 1939).
- **Laissez-faire leadership:** The laissez-faire leader gives no continuous feedback or supervision because the employees are highly experienced and need little supervision to obtain the expected outcome. This type of style is also associated with leaders that don't lead at all, failing in supervising team members, resulting in lack of control and higher costs, bad service or failure to meet deadlines. In government this is what the type of leadership which may drive to anarchy (Lewin, Lippitt, & White, 1939).
- **People-oriented leadership:** The people-oriented leader is the one that, in order to comply with effectiveness and efficiency, supports, trains and develops his personnel, increasing job satisfaction and genuine interest to do a good job (Fiedler, 1967).
- **Servant leadership:** The servant leader facilitates goal accomplishment by giving its team members what they need in order to be productive. This leader is an instrument employees use to reach the goal rather than a commanding voice that moves to change. This leadership style, in a manner similar to democratic leadership, tends to achieve the

results in a slower time frame than other styles, although employee engagement is higher (Greenleaf, 1977).

- **Task-oriented leadership:** The task-oriented leader focuses on the job, and concentrates on the specific tasks assigned to each employee to reach goal accomplishment. This leadership style suffers the same motivational issues as autocratic leadership, showing no involvement in the teams needs. It requires close supervision and control to achieve expected results (Fiedler, 1967). Another name for this is deal maker and is linked to a first phase in managing change, enhance, according to the “organize with chaos” approach (Rowley & Roevens, 1999).
- **Transactional leadership:** The transactional leader is given power to perform certain tasks and reward or punish for a team’s performance. It gives the opportunity to the manager to lead the group and the group agrees to follow his lead to accomplish a predetermined goal in exchange for something else. Power is given to the leader to evaluate, correct and train subordinates when productivity is not up to the desired level and reward effectiveness when expected outcome is reached (Burns, 1978).
- **Transformational leadership:** The transformation leader motivates its team to be effective and efficient. Communication is the base for goal achievement focusing the group in the final desired outcome or goal attainment. This leader is highly visible and uses chain of command to get the job done. Transformational leaders focus on the big picture, needing to be surrounded by people who take care of the details. The leader is always looking for ideas that move the organization to reach the company’s vision (Burns, 1978).
- **Environmental leadership:** The environmental leader is the one who nurtures group or organizational environment to affect the emotional and psychological perception of an individual’s place in that group or organization. An understanding and application of group psychology and dynamics is essential for this style to be effective. The leader uses organizational culture to inspire individuals and develop leaders at all levels. This leadership style relies on Julio Warner Loiseau, BSc. MPA creating an education atmosphere where groups interactively learn the fundamental psychology of group



dynamics and culture from each other. The leader uses this psychology, and complementary language, to influence direction through the members of the inspired group to do what is required for the benefit of all (Carmazzi, 2005).

## **2. Aims of the study:**

1. To study of leadership style among pharmaceutical and engineering company employees.
2. To study of leadership style among manager and worker of pharmaceutical and engineering company employees.
3. To study of leadership style among post-graduate, graduate and diploma degree holder of pharmaceutical and engineering company employees.
4. To study of the effect of interaction on leadership style among type of organization and category of employee of pharmaceutical and engineering company employees.
5. To study of the effect of interaction on leadership style among type of organization and education qualification of pharmaceutical and engineering company employees.
6. To study of the effect of interaction on leadership style among category of employee and education qualification of pharmaceutical and engineering company employees.
7. To study of the effect of interaction on leadership style among type of organization, category of employee and education qualification of pharmaceutical and engineering company employees.

## **3. Hypothesis:**

1. There is no difference between the leadership style among pharmaceutical and engineering company employees.
2. There is no difference between the leadership style among manager and worker of pharmaceutical and engineering company employees.
3. There is no difference between the leadership style among post-graduate, graduate and diploma degree holder of pharmaceutical and engineering company employees.
4. There is no interaction effect of the leadership style among types of organization and category of employees of pharmaceutical and engineering company employees.
5. There is no interaction effect of the leadership style among types of organization and education qualification of pharmaceutical and engineering company employees.

6. There is no interaction effect of the leadership style among category of employee and education qualification of pharmaceutical and engineering company employees.
7. There is no interaction effect of the leadership style among types of organization, category of employees and education qualification of pharmaceutical and engineering company employees.

#### 4. Methodology:

##### Research design:

This research will be adopted  $2 \times 2 \times 3$  factorial design as well as 1<sup>st</sup> is type of organization (Pharmaceutical and Engineering), 2<sup>nd</sup> is type of employees (Manager and Worker) 3<sup>rd</sup> is education qualification (Post-Graduate, Graduate and Diploma).

	Pharmaceutical (A1)		Engineering (A2)		
Education Qualification	Manager (B1)	Worker (B2)	Manager (B1)	Worker (B2)	Total
Post-Graduate (C1)	25	25	25	25	100
Graduate (C2)	25	25	25	25	100
Diploma (C3)	25	25	25	25	100
Total	75	75	75	75	300

- A1- Means pharmaceutical company.
- A2- Means engineering company.
- B1- Means Manager.
- B2- Means Worker.
- C1- Means post-graduate education qualification.
- C2- Means graduate education qualification.
- C3- Means diploma education qualification.

##### Sample:

The sample comprised of total 300 employees of pharmaceutical and engineering companies. The sample selected randomly from the various pharmaceutical and engineering companies.

**Tools used:**

The following tools were used in the present study:

**➤ Personal Datasheet:**

A Personal data sheet developed by investigator will used to collect information about types of organization, category of employee and education qualification.

**➤ Leadership Preference Scale**

Developed By L.I. Bhusan (2005).

This likert type 30 items scale measures authoritarian vs. democratic, leadership scale for adults.

**Reliability:**

In order to ascertain the reliability of the scale, both the internal consistency and temporal stability were determined. Using the responses from 100 students, the coefficient of internal consistency as corrected by Spearman-Brown formula was found to be 0.74. The retest was done after four weeks on 50 subjects and the test-retest reliability coefficient was found to be 0.79 which was significant at 0.01 level of significant.

**Validity:**

The author has reported satisfactory validity of the questionnaire.

**Scoring method:**

Leadership style scale contains 30 items. Each item has five optional response, i.e., strongly agree, agree, undecided, disagree and strongly disagree. The respondent has to select one option out of the given five responses: there are 16 positive item and 14 Negative items. The positive item scored as 5,4,3,2,1 and negative item scored as 1,2,3,4,5 for the responses strongly agree, agree, undecided, disagree and strongly disagree.

**Statistical analysis:**

In this study 'F' test was used for statistical analysis.

## 5. Result and Discussion:

### Leadership style with reference type of organization, category of employees and education qualification

The main objective was to study pharmaceutical and engineering organization employees having category manager and worker also having educational qualification of post-graduate, graduate and diploma degree differ in overall leadership style. In this context, 7 null hypotheses (no.1to7) were constructed. For this purpose 2x2x3 factorial design was framed. To examine these null hypothesis statistical techniques of F- ANOVA was used. The results obtained are presented in table 1, 2, and 3.

**Table no. 1**

**(N=300)**

**Means and SDs of overall leadership style with reference type of organization, category of employees and education qualification.**

Independent variable			Post-Graduate	Graduate	Diploma
Pharmaceutical	Manager	Mean	116.73	110.60	103.36
		SD	8.63	14.61	13.55
		N	25	25	25
	Worker	Mean	101.52	100.12	110.72
		SD	10.87	9.86	16.64
		N	25	25	25
Engineering	Manager	Mean	117.24	120.16	124.60
		SD	10.63	8.59	8.30
		N	25	25	25
	Worker	Mean	120.04	118.08	118.96
		SD	9.63	11.00	8.70
		N	25	25	25

**Table no.2**

(N=300)

**ANOVA summary of overall leadership style with reference type of organization, category of employees and education qualification.**

Source of variance	Sum of squares	df	Mean sum of squares	F	Sign. Level
Type of Organization	12467.85	1	12467.85	99.55	0.01*
Category of Employee	1001.01	1	1001.01	7.99	0.01*
Education Qualification	253.82	2	126.91	1.01	NS
Type of Organization x Category of Employee	367.41	1	367.41	2.93	NS
Type of Organization x Education Qualification	288.09	2	144.05	1.15	NS
Category of Employee x Education Qualification	770.73	2	385.36	3.08	0.05**
Type of Organization x Category of Employee x Education Qualification	3127.93	2	1563.96	12049	0.01*
SSW (Error)	36068.16	288	125.24		
SST	54345.00	299			
*P>0.01, **P>0.05, NS= Not Significant					

**Table no. 3**

(N=300)

**Difference between mean score of overall leadership style with reference type of organization, category of employees and education qualification**

Independent variable	N	Mean (M)	Difference between mean
Pharmaceutical(A1)	150	107.05	12.9(A1 x A2)
Engineering(A2)	150	119.95	
Manager(B1)	150	115.33	3.66(B1 x B2)
Worker(B2)	150	111.67	
Post-Graduate(C1)	100	113.85	1.61(C1 x C2)
Graduate(C2)	100	112.24	2.17(C2 x C3)
Diploma(C3)	100	114.41	0.56(C1 x C3)

**❖ Leadership style with reference to type of organization:-**

When F test was applied to check the impact of leadership style on type of organization, significant F value was found. The F value (table no.2) is 99.55 which are statistically significant on level 0.01. Table no.3 reveals that the mean scores of leadership style of pharmaceutical and engineering company employees are 107.05 and 119.95 respectively and the difference between two is 12.9 which is very high and not negligible. Hence the null hypothesis 1 was rejected and it was concluded that there was significant impact of leadership style on pharmaceutical and engineering company employees.

**❖ Leadership style with reference to category of employee :-**

When F test was applied to check the impact of Leadership style on Category of Employee, significant F value was found. The F value (table no.2) is 7.99 which are statistically significant on level 0.01. Table no.3 reveals that the mean score of leadership style of manager and worker are 115.33 and 111.67 respectively and the difference between two is 3.66 which is very high and not negligible. Hence the null hypothesis 2 was rejected and it was conclude that there was significant impact of leadership style on manager and worker.

**❖ Leadership style with reference to education qualification:-**

When F test was applied to check the impact of leadership style on education qualification, no significant F value was found. The F value (table no.2) is 1.01 which is



statistically insignificant. Table no.3 reveals that the mean scores of leadership style of post-graduate, graduate and diploma are 113.85, 112.24 and 114.41 respectively and the difference between two is 1.61(C1 x C2), 2.17(C2 x C3) and 0.56(C1 x C3) which is very low and negligible. Hence the null hypothesis 3 was maintained and it was concluded that there was not any significant impact of leadership style on post-graduate, graduate and diploma degree holders.

❖ **Leadership style with reference to interaction effect of type of organization and category of employee:-**

When F test was applied to check the interaction effect of leadership style on type of organization and category of employee, no significant interaction effect was found. The F value (table no.2) is 2.93 which are statistically not significant. Hence the null hypothesis 4 was maintained and it was conclude that there was no significant interaction effect of leadership style on type of organization and category of employee.

❖ **Leadership style with reference to interaction effect of type of organization and education qualification:-**

When F test was applied to check the interaction effect of leadership style on type of organization and education qualification, no significant interaction effect was found. The F value (table no.2) is 1.15 which is statistically not significant. Hence the null hypothesis 5 was maintained and it was conclude that there was no significant interaction effect of leadership style on type of organization and education qualification.

❖ **Leadership style with reference to interaction effect of category of employee and education qualification:-**

When F test was applied to check the interaction effect of leadership style on category of employee and education qualification, significant F value was found. The F value (table no.2) is 3.08 which are statistically significant on level 0.05. Hence the null hypothesis 6 was rejected and it was concluded that there was significant interaction effect of leadership style on category of employee and education qualification.

❖ **Leadership style with reference to interaction effect of type of organization, category of employee and education qualification:-**

When F test was applied to check the interaction effect of leadership style on type of organization, category of employee and education qualification, significant F value was

found. The F value (table no.2) is 12.49 which are statistically significant on level 0.01. Hence the null hypothesis 7 was rejected and it was concluded that there was significant interaction effect of leadership style on type of organization, category of employee and education qualification.

## 6. Conclusion:

1. There is significant difference between the leadership style among pharmaceutical and engineering company employees.
2. There is significant difference between the leadership style among manager and worker of pharmaceutical and engineering company employees.
3. There is no significant difference between the leadership style among post-graduate, graduate and diploma degree holder of pharmaceutical and engineering company employees.
4. There is no significant interaction effect of the leadership style among types of organization and category of employees of pharmaceutical and engineering company employees.
5. There is no significant interaction effect of the leadership style among types of organization and education qualification of pharmaceutical and engineering company employees.
6. There is significant interaction effect of the leadership style among category of employee and education qualification of pharmaceutical and engineering company employees.
7. There is significant interaction effect of the leadership style among types of organization, category of employees and education qualification of pharmaceutical and engineering company employees.

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# PSYCHO-SOCIOLOGICAL ISSUES IN OLD AGE & THEIR ADJUSTMENT

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## Abstract

This stage generally refers to those over 60–80 years. During old age, people experience a conflict between integrity vs. despair. When reflecting on their life, they either feel a sense of accomplishment or failure. Physically, older people experience a decline in muscular strength, reaction time, stamina, hearing, distance perception, and the sense of smell. They also are more susceptible to severe diseases such as cancer and pneumonia due to a weakened immune system. Mental disintegration may also occur, leading to Dementia or Alzheimer's disease. However, partially due to a lifetime's accumulation of antibodies, the elderly are less likely to suffer from common diseases such as the cold.

Whether or not intellectual powers increase or decrease with age remains controversial, longitudinal studies have suggested that intellect declines, while cross-sectional studies suggest that intellect is stable. It is generally believed that crystallized intelligence increases up to old age, while fluid intelligence decreases with age. For young people, time seems to have no end. But, as time passes we suddenly realize that the number of remaining years is limited. The realization that we are growing old can be traumatic. Our ideas about and attitudes toward aging are very important in how well we cope with and enjoy the passing years. Some psychological characteristics of aging get passed down from generation to generation through our genes. Others can result from real or perceived changes in our bodies as we age (e.g., mental or physical limitations). Social and cultural differences also affect how we deal with aging. Men and women think about aging differently, because of biological, social, and psychological differences between the sexes. For example, women tend to live longer than men, so they generally experience more losses of family members and friends.

## How Our Minds Change as We Age

Losing mental function is perhaps the most feared aspect of aging. In fact, the fear itself often begins to wear down our quality of life. We begin to believe the stereotype that we are losing (or will lose) our mental function. This can lead to loss of self-esteem and withdrawal from others. However, mental function does *not* have to decrease with age. Our fears are usually groundless.

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### ***Learning***

The ability to learn continues throughout life, although we may learn in different ways as we age. Older people often require more time and effort to absorb new information. We may need to read instructions more carefully to be able to organize and understand new information. As we get older, we tend to avoid learning things that are not meaningful or rewarding to us, or that cannot be linked to one of our other senses, such as sight or hearing. The reasons for these changes in learning are not known, but they may be partly caused by changes in our sight, hearing, and other senses that we use for memory.

### ***Memory***

Older people may have trouble remembering some things, but not others. Short-term memory (i.e., less than 30 minutes) worsens as we age. Although we often hear that long-term memory (weeks to months) also worsens as we age, this may depend more on getting information into our memory, rather than remembering it later. Very long-term memory (months to years) is basically permanent, collected through a lifetime of day-to-day education and experience. This type of memory increases from the age of 20 to about the age of 50 and then remains essentially the same until well after 70. Most of us learn to adapt to changes in learning and memory. We slow down and do things more carefully. We think about things a little longer to remember them. We may avoid new or strange environments. As a result, any memory losses may not even be noticed until we experience a major life change, such as moving or the death of a spouse.

### ***Reaction time***

As we age, we tend to process information at a slower pace. This means it takes longer to figure out what is going on and what to do about it (if anything). Most of this "slow down" is caused by changes in the nervous system over time. We tend to slow down even further when doing tasks that require more thought or are more complicated. When an event is a surprise, we are particularly slow to respond. However, older people tend to make fewer mistakes in their responses than younger people.

### ***Intelligence***

Whether intelligence declines as we age is hotly debated. Although overall intelligence stays about the same throughout life, older people don't do as well as younger people on many standardized intelligence tests. In formal tests of performance, older people also slow down with age—but, they make fewer mistakes. This is because we learn to value correctness as we age. So although we may be slower to respond, our answers are more accurate. We tend to be more cautious and less willing than younger people to make a mistake in judgment, which is a valuable characteristic in many real-life situations.

### ***Life skills***

You should keep in mind that most intelligence tests do not address things that we deal with in our daily lives. For example, older people tend to do better than younger people on tests that deal with practical activities, such as using a telephone directory. In fact, as we age, most of

us get much better at being able to manage our daily affairs. It is usually only in times of stress or loss that we may be pushed beyond our limits, and having a support network to help us cope is very important. Older adults can continue to gain support, care, respect, status, and a sense of purpose by interacting with younger people. And younger people can learn from the experience, cultural meaning, stability, and continuity of older people.

### **Stresses**

Older adults often must face a great number of stresses that can be caused by a broad range of events and situations. Stresses can be physical or social. They can be an ongoing part of day-to-day life, or caused by sudden traumatic events. Common stresses for older people include the following:

- diseases or health conditions, possibly chronic (e.g., arthritis)
- perceived loss of social status after retirement
- death of a spouse

Stress often affects our physical health and can have an even stronger effect on our mental well-being. Too much stress can be associated with a number of psychological and physical conditions, such as anxiety, headaches, and ulcers.

### **Care giving**

Chronic diseases and conditions affect older adults. Family members, especially spouses, are most often the caregivers. More than 44 million Americans (mostly women) care for family members of all ages. Many older adults are also caregivers for another family member.

Although care giving can be rewarding, it is also very stressful. Caregivers have twice the risk as others for mental and physical health problems (e.g., burnout, substance abuse, depression, etc.). They are also more than twice as likely to be taking medications to relieve anxiety or stress. Social isolation, family disagreements, and financial hardships are common problems associated with long-term care giving. Caregivers can benefit greatly from training, information, and support. Programs that provide education, counseling, and behavioral therapy can decrease the stress of care giving. Support groups for individuals with specific diseases (e.g., Alzheimer support groups) often have information about support programs for caregivers.

### **Failure and unhappiness**

As we get older, the death of friends and family becomes more common. Losing and grieving for a spouse is one of the most traumatic situations commonly faced by older adults. More than 1 million spouses (mostly women) were widowed in the United States in 2003. This number is estimated to increase to 1.5 million every year by 2030. Other losses that may also cause grief include loss of sight or hearing and losses in function caused by illnesses (e.g., trouble walking from arthritis). These and other negative life events place a heavy burden on older adults.

Most people grieve intensely for 6-12 months after a major loss. Generally, we feel depressed and withdraw from others. After about a year, we begin to accept the loss and start to



interact more with friends and family. Going through the grieving process is an important part of emotional healing, and we shouldn't try to ignore it or pretend it isn't there. Getting treatment for depression can also help avoid the mental and physical health problems associated with a grieving process that goes on far longer than usual.

### ***Changing roles as we age***

People shift through many roles throughout their lives. We are children, parents, friends, workers, patients, students, sports enthusiasts, artists, etc. One of the most dramatic changes involves retirement. When older adults retire, they leave work and social roles that likely provided economic rewards as well as social status. In addition, older people may find that there are changes in their personal relationships after retirement. For example, spouses may find themselves spending much more time together than they ever did before. Older parents may add the role of grandparent or even great-grandparent, which brings both new rewards and new demands. Losses in function may place older adults in the position of asking for help, rather than providing it. Similarly, another's losses may place someone in a care giving role. These role changes can be stressful and affect mental and physical health.

### ***Social status***

Many social factors affect how we think about ourselves and how others think about us. Our sex, race, and economic status all affect our real and perceived social status. These factors also can affect the resources that are available to us to help cope with aging and health. For example, it's difficult for poorer people to use support programs or community activities that cost money. Ethnic or cultural backgrounds may also have a major effect on our outlook and how we deal with situations. For example, women from some cultures do not feel comfortable exercising in public.

Many people are uncomfortable discussing some illnesses. Others may agree to only those treatments that are acceptable in their culture. Some cultures view hospice care as a wish to bring about the death of the person. Similarly, a procedure like autopsy may strongly violate certain cultural or religious beliefs.

### ***Healthy Ways to Cope with Stress***

Everyone must learn to manage both the stresses caused by major life events and the routine stresses of day-to-day life. Too much stress can greatly affect our physical health and ability to function, as well as our mental health and overall well-being. This includes enthusiasm for life and the ability to enjoy social interactions.

Problems caused by stress often relate to how we deal with the stressful situation. There are positive ways to deal with stress, even when the stress is beyond our control (e.g., the death of a loved one). Learning positive behaviors can improve how we understand and cope with

stress. For example, we can learn how to take more control of a stressful situation. We can also become more aware of social services and programs that are available. Family counseling and therapy can also strengthen social relationships with family and friends.

### ***Belief in yourself***

One of the best ways to cope with all kinds of stress is through a strong belief in yourself and your ability to deal with situations. Believing in you has many positive effects on health, both physical and mental. The way a person deals with a stressful situation has a big effect on what happens and how he or she feels about it. This is true for many kinds of stress, including those related to disease, loss in function, and changes in social roles. In fact, feelings of self-confidence and personal control can go a long way toward improving function and overall quality of life, even in the face of physical disability.

### ***Benefits of Believing in Yourself and your Ability to Control Situations***

- Lessens the negative effects of stress
- Contributes to overall physical health and ability
- Helps maintain overall function
- Contributes to being able to make good decisions and follow through
- Contributes to ability to get more done

More good news is that there are effective ways to strengthen your belief in yourself. Your sense of personal control and self-confidence increases when you succeed at something new or when you see others like yourself succeed. Encouragement and empathy also can increase self-confidence and a feeling of personal control. A number of training programs are available for improving performance in specific areas. Examples include programs to reduce the fear of falling or to stick with an exercise regimen after a heart attack.

### ***Coping strategies***

Coping strategies are emotional and mental responses that help us deal with stress. They provide positive reinforcement and reinforce self-esteem. There are many coping strategies that we can try. For example, thinking confidently and optimistically in the face of bad news might help us meet the challenge and increase the likelihood of a good result.

Another coping strategy that people tend to adopt with age is to cut down on the number and kinds of things they do, but to keep doing those activities that they like the most and do well. In other words, people spend more time doing a few selected activities and getting the most enjoyment from them. Although performance and abilities may lessen over time, you can continue to do the things you like, but perhaps you might simplify them. For example, a person who enjoys preparing fancy dinners might choose a simpler main course that he or she has prepared many times, along with several simple side dishes.

### ***Social involvement***

Participating in family and community activities is a major source of personal satisfaction. Being involved plays an important role in improving self-esteem and giving meaning to life. This is true for people of all ages, but is especially important for older adults.

Becoming more involved and finding ways to contribute to the broader world can improve overall well-being. There are many ways to get involved, including providing family assistance (e.g., baby-sitting), participating in group activities, volunteering, and even taking a job. Social involvement also helps to fight depression, which is more common among those who withdraw from their friends, family, and community. Social isolation is a strong risk factor for health problems and early death.

### ***Social networks***

Social networks provide many benefits that improve our overall well-being. Social networks provide emotional and physical support in times of crisis. For example, family and friends can support older adults through the death of a spouse or close friend. They can also provide help if an older adult experiences functional losses. However, we shouldn't allow ourselves to rely completely on social networks. Older people, particularly men, who receive too much assistance, may be less motivated to manage and overcome a disability. If a person receives too much help or isn't encouraged to care for themselves, permanent disability can result. So although the social network is very helpful, the person should also be encouraged to regain maximal function.

#### ***Benefits of Social Networks***

- Less risk of early death
- Better physical and mental health
- Less risk of disability or decline in activities of daily living
- Better chance of recovering ability to perform activities of daily living
- Buffered impact of major life events
- Greater feeling of personal control

Having social relationships that are enjoyable and meaningful is more important than having a large number of social interactions. Close personal relationships, such as a happy marriage or close relationships with family or friends, seem to be the most important. However, close relationships that are filled with disagreements and conflict work in the opposite direction. Having a large social network can have both positive and negative effects. A large social network offers the opportunity for greater involvement and contribution. However, a large social network also means a greater number of losses (death or disability) within the network.

### ***Spiritual or religious involvement***

Religion plays an important part in the lives of many older adults, who are generally more actively involved than younger people in religious services and practices. More than 50% of all older adults report frequent attendance at religious events. This involvement generally has overall benefits. Religious activity contributes to social interaction and encourages involvement.

### ***Healthy behaviors***

Healthy behaviors have positive effects on overall well-being at any age. Positive behaviors include the following:

- being physically active
- eating a healthy diet
- not smoking
- drinking alcohol only in moderation
- practicing relaxation or stress-reduction techniques

Although these are physical behaviors, they are also important psychologically and socially. For example, older adults with strong feelings of personal control and self-esteem are more likely to practice healthy behaviors. Similarly, healthy behaviors are likely to promote self-esteem and feelings of accomplishment in older adults.

Strong social networks generally encourage healthy behaviors, making them easier and more enjoyable. Seeing friends and family gain health benefits from exercise encourages a person to increase his or her physical activity as well.

## **OLD AGE PSYCHOLOGY**

The years of late adulthood mark the period of life in which people are known as elderly. The period is characterized in many ways with the declines that occur in almost all aspects of development. Extending in time from the age of sixty-five until death, old age or **late adulthood** is a dynamic period of life that has its own challenges for adjustment and problems to overcome as the individual continues to experience the aging process.

Our culture promotes and values youthfulness over age and many of its ideas about old age are stereotypes that are largely negative in nature. Aging has a negative connotation in our culture along with the individuals who are the elderly. Gerontophobia is defined as the unreasonable and irrational fear of old people (Kuhn, 1978).

Changes may be taking place in attitudes about aging and the aged individual. As this age group increases in numbers through the years to come, greater understanding and appreciation of the process of development in late adulthood should also take place. Changes in social policy affecting elderly individuals can be expected to changes as well.

### **Stereotypes of the Elderly**

Stereotyping refers to categorizing characteristics of individuals such as by age, sex, race, ethnic background, or occupation. From this process of categorization, it is relatively easy to

attribute qualities that may be typical of one individual to an entire group that may share a common trait or characteristic.

Stereotypes About the Elderly
<ul style="list-style-type: none"> <li>• Almost all older people live in institutions.</li> <li>• Older people are isolated from their families and are lonely.</li> <li>• Older people have poor health and spend a great deal of time in bed</li> <li>• Older people cannot learn.</li> <li>• Older people are not interested in sexual activity and are incapable of sexual behavior.</li> <li>• Old age begins with sixty – five.</li> <li>• Most people move after retirement.</li> <li>• Older people prefer to live with their children.</li> <li>• Old people sleep a lot.</li> <li>• Old people are grouchy and irritable.</li> </ul>
(Harris, D. K. and Cole, W. E. 1979)

A negative stereotype exists about the nature of elderly people depicting the elderly person as sick, poor, unimportant, unhealthy, not friendly, ugly, and sad (Serock et al., 1977). There are several sources of these negative feelings and attitudes about the elderly. One source being literature, some of which one is exposed to as a child when attitudes begin forming about many ideas and topics. Age norms may be another source of images about the elderly. Age norms are expectations of behaviors according to an individual's age. Certain behaviors that are approved at one age may not be considered appropriate at another.

### Divisions of old age

When does old age begin? While old age is just a state of mind to many people, there are several cultural events tied to chronology that are landmarks of the beginning of late adulthood. Age sixty five is usually considered a milestone and as the beginning of late adulthood. This and other landmarks are rather arbitrary. Events that coincide with attaining sixty-five and the beginning of old age include retirement from major work roles, beginning social security benefits and Medicare coverage, income-tax, and advantages, reductions in transit fares and admission prices, and special purchase privileges.

Advances in modern medicine, better health care, improved nutrition, and other factors now enable people to be in better health to a more advanced age. For these and other reasons, the period of late adulthood can be divided into four subcategories based on age by decade.

AGE DIVISION OF LATE ADULTHOOD
<p><b>THE YOUNG – OLD: 60 to 69 YEARS</b></p> <p>This is a transition period marked by many adjustments such as retirement and declining strength. Sharp reduction in expectations of behavior.</p>

**MIDDLE-AGE OLD: 70 to 79 YEARS**

Increasing deaths of friends and spouses; reduced participation in home and community activities; increasing health problems; contracting social world.

**OLD – OLD: 80 to 89 YEARS**

- Assistance needed in maintenance of social contacts.
- Many health problems.
- May become institutionalized.
- May lead a very sheltered life.

**VERY OLD – OLD: 90 to 99 YEARS**

- Health problems are more severe and serious.
- Very limited activity.

(Burnside, I. M. et. al. 1979).

Neugarten (1978) first recognized that not all individuals in late adulthood are disabled or feeble. She distinguishes between the “young-old”, who are relatively healthy and robust in the initial years of this period between the age of fifty-five and seventy-five, and “old-old”, who are beset with health problems and the disabilities of advanced age.

**General Trends**

Late adulthood extends for a considerable period of time in an individual's life. One does not become an older person immediately upon reaching sixty-five. Aging is a gradual process that produces changes slowly. The period of late adulthood generally is marked as a time of continued decline. The general trend of decline is most noticeable in the physical changes that occur with increasing regularity during the period. The role changes that accompany old age are also very characteristics of this stage in the life cycle and occur in work as well as in family roles, while individuals usually make some compensation these adjustments take place more slowly throughout the period.

**Developmental Tasks**

The developmental tasks of late adulthood differ from those of earlier stages in two fundamental ways:

1. There is a focus on maintenance of life rather than discovering more about it. (Havighurst, 1972).
2. The tasks center on happening in the person's own life rather than on the lives of others (Hurlock, 1980).

**DEVELOPMENTAL TASKS OF LATE ADULTHOOD**

- Adjusting to decreasing physical strength and health.
- Adjusting to retirement and reduced income.
- Establishing an explicit affiliation with one's age group.
- Meeting social civic obligations.
- Establishing satisfactory physical living arrangements.



(Havighurst, 1972)

The developmental tasks of late adulthood require persons to adjust to several unique challenges in order to remain healthy during this time in life. The challenges of include:

1. Accepting an increasing degree of dependency on others.
2. Adjusting to decreased economic conditions leading to changes in life style and living conditions, and
3. Developing new interests.

### **Sense of Integrity versus Despair**

The last stage of psychosocial development described by Erikson (1950) is the fulfillment, result, and culmination of the preceding stages. Development of the sense of **integrity** versus **despair** is the challenge of late adulthood.

The achievement of a sense of integrity is made with identification with mankind. The individual who acquired the attitude of integrity has come to understand and accept the meaning of life and the uniqueness of his/her existence during a particular period of historical time in a particular culture. Included in this understanding is an acceptance of the temporal limits of life.

Healthy psychosocial development in old age results in the person acquiring the sense of integrity. Development in this period of life challenges the person had hoped for, dreamed about, or desired for life to be. During late adulthood, there is much reflection and evaluation made by the individual of his/her life and its course. The essentials of the self or personality are examined and displayed in everyday behavior. There is no longer a preoccupation with how one should act or false beliefs held about what is right or appropriate behavior. The attitude of integration of her/his being or personality and has a sense of satisfaction in a more complete way than ever before. The integrity of the self is attained during this stage in life. The future is seen to be less demanding in its urgency for promised fulfillment and the boundaries of everyday, temporal existence come closer into view with each passing day. For many individuals life is lived for the self rather than for others. This period of life is one of renewal. Individuals continue to grow until death, and the growth is motivated by the courage of the person to face all his/her virtues, strengths, weaknesses, and shortcomings. Erikson describes the accomplishment of integrity as when the individual discovers an identity of “being through having been and to face not being”. Acceptance of oneself in old age is accomplished also by accepting one’s death as inevitable.

Individuals can experience old age with a sense of despair rather than integrity. This attitude derives from a feeling of loss, disappointment, and dissatisfaction with the way one’s life was lived. Such an attitude is one of apology, regret, and fear of the end of life. The individual experiences a pervasive sense of “if only” – that is, “If only I had gone to college, I might have had a better job and been happier in my life,” or “If only I had changed jobs sooner, I might not have been so unhappy”, and so on. Despair is discouragement, hopelessness, and a feeling of desperation about one’s life



## Social and Mental Development

Individuals may find old age to be a time of contradictions. On the one hand, they experience a rapidly increasing rate of decline and deterioration, especially in physical skills and functioning. On the other hand, there is indication that personal and social growth continues through the years of late adulthood. Continuity and change remain in effect among the elderly.

Role changes occur during late adulthood just as they have throughout the life cycle. Adjusting to these and other changes are the central challenge of development at this time of life. Most individuals become aware that limitations can impede development during their lifetime. Some limitations originate from within while some arise from environmental circumstances. In old age, people become more aware of these limitations as they experience the challenges of development (Havighurst, 1972). Successful adjustment and adaptation also lead to healthy development in late adulthood.

## Personality Adjustments

### Peck's View of Personality in Old Age.

Robert Peck (1968) believes that three main adjustments occur in personality development among older people:

1. Ego differentiation versus work – role preoccupation refers to adjusting to retirement from work roles; the person must adapt to shifting the primary personal identity away from a work role to other means of self-identity in other role.
2. Body transcendence versus body preoccupation refers to a person's attempt to center attention and effort on finding happiness and satisfaction in relating with others and in creative or mental endeavors rather than focusing on bodily concerns and distress over a declining physical condition.
3. Ego transcendence versus ego preoccupation involves a person's recognition and acceptance of his/her impending death by living life as fully as possible and attempting to make life secure, satisfying, and meaningful for those who will survive after the person dies.

## Personality Type and Aging:

Several researchers propose that successful adjustment in old age is related to an individual's personality type. Richard, Livson, and Peterson (1962) studied a group of men ranging in age from fifty – five to eighty – four years.

The researchers identified five personality types:

1. Mature individuals, who accepted their strengths and weaknesses, maintained close intimate relations with others, and were relatively well adjusted.
2. Rocking-chair type of personalities, who showed a passive nature perceived themselves as dependent on others, and viewed old age as liberation from work and other responsibilities.

3. Armored personality types, who used defense mechanisms to cope with problems, were fairly rigid in behavior and thought, and maintained an active life style,
4. Angry personalities who showed much bitterness and hostility as well as frustration about their troubles.
5. The self-haters who blamed themselves more than others for their problems in old age and were depressed and generally demoralized.

The first two types (mature and rocking chair) showed generally successful adjustment in old age while the last three types (armored, angry, and self-haters) were less successful in adjusting aging.

Neugarten, Havighurst, and Tobin (1968) found similar personality types in a study of persons between seventy and seventy – nine years. The researchers identified role activities that were associated with these personality types.

<b>PERSONALITY TYPES IN OLD AGE</b>	
<b>INTEGRATED TYPE</b>	
<ul style="list-style-type: none"> <li>• Reorganizers (involved in range of activities; reorganize life by substituting new roles for ones that are lost).</li> <li>• Focused (Moderate levels of activities; focus on fewer roles with more selectivity).</li> <li>• Disengaged (low activity levels buy high satisfaction level).</li> </ul>	
<b>ARMORED – DEFENDED TYPE</b>	
<ul style="list-style-type: none"> <li>• Holding-on (cling as long as possible to middle – age activities).</li> <li>• Constricted (Become withdrawn from activities and people as Defence against aging).</li> </ul>	
<b>PASSIVE – DEPENDENT TYPE</b>	
<ul style="list-style-type: none"> <li>• Succorance – Seeking (dependent emotionally on others).</li> <li>• Apathetic (passive; little or no interest in others or environment).</li> </ul>	
<b>UNINTEGRATED</b>	
<ul style="list-style-type: none"> <li>• Disorganized (poor control of emotions; disorganized thought processes).</li> </ul>	
(Neugarten, Havighurst, and Tobin 1968)	

## Conclusion

Due to advancement of science and technology, the normal age of humankind is increasing day by day and the medicines are invented for all the diseases. So, there is no need to fear about old age problems. When we are healthy minded, alert and sharp, the old age will come to us very gracefully and we can enjoy every moment of life. When we keep away from envy, hostility, anger and bitterness, the old age period will be really wonderful and there will not be any old age problem.

During old age, there will be changes in the structure and functions of the human body. There will be changes in physical appearance such as wrinkles appearing on the face, graying of hair, slowing down of reactions and movements. All our activities will become slow and because of that, there will be some change in our behavior also. Some old people will always be comparing themselves with the individuals of the same age group. We can overcome all the old age problems like Biological, Physiological, Emotional and Function problem if we plan correctly.

The old age people should develop the mentality of moving well with others. They should not try to find fault with anybody. Some people will expect respect from others and they think that they should be consulted for each and everything. This attitude is wrong. Instead, they can spend their time in useful ways, by engaging themselves in some activity. Old age can be gold age, if our attitude is correct. Old age is not at all a problem that spends their young age and middle age by helping other.

Some of the old people try to postpone old age. They like the company of young people and they treat youngsters equally. Young people can plan well for happy old age. They can set goal in the early period of their life so that the old age can be passed in a peaceful way. The old age problems should be felt by other family members and the remedial action should be taken to remove the negative attitude in the minds of the elderly people.

The general old age problems are inability to concentrate, inability to converse, inability to hear, inability to see and forgetfulness. The feeling of insecurity decreases the self-confidence also. Some people fear about death and they all the time talk about that only. The old people have lot of idle time and much waste time in finding fault with others and complaining about them. Having seen all the hardships in life, the old people should be ready to understand others. They should allow the youngsters to enjoy their lives. The old age problems can be solved only if the old people accept that getting old is a natural phenomenon.

Therefore, even though getting old is inevitable, keeping a positive attitude is certainly helpful.

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# THE PSYCHOLOGICAL ADJUSTMENT AMONG MALE AND FEMALE WILLING TO TAKE DIVORCE: A COMPARATIVE STUDY

**Vikas K. Rohit\***

## ABSTRACT

Aim of the research is to find out the Psychological adjustment among male and female willing to take divorce so investigator selected two groups one is male and other is female, both groups have 160 peoples. In each group has 80 male and other one groups has 80 female. Data were collected from Anand district. Scale was use for data collection is personal datasheet and Psychological adjustment Scale was developed by Bell (1905) and Gujarati-translated by Bhatt, (1994) was used, 2x2 factorial design was used and data were analysis by 'F' test. Result show, There is no significant difference between the psychological adjustments of male and female willing to take divorce. There is significant difference of psychological adjustment between urban and rural area, urban area show higher psychological adjustment than rural area. There is no significant interaction effect of psychological adjustment between sex and area.

## 1. Introduction:

### PSYCHOLOGICAL ADJUSTMENT:

#### What is adjustment?

Adjustment may be defined as a process of altering behavior to reach a harmonious relationship with the environment when people say they are in an "adjustment period" they typically mean they are going through a process of change and are searching for some level of balance of acceptance with the environment, other or themselves.

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**DEFINITIONS:****1. CROW AND CROW [1956]**

“An individual’s adjustment is adequate, wholesome to the extent that he has established harmonious relationship between himself and the conditions, situations and persons who comprise this physical and social environment.”

**2. L.S.SHAFFER [1961]**

“Adjustment is the process by which living organism maintain a balance between its need and the circumstances that influence the satisfaction of these needs.”

**3. LAZARARUS [1961]**

“Adjustment consists of the psychological processes by means of which the individual manages or copes with various demands or pressures.”

**4. GATES AND JERSILD [1970]**

“Adjustment is a continual process by which a person varies his behavior to produce a more harmonious relationship between himself and his environment.”

**THE CONCEPT OF PSYCHOLOGICAL ADJUSTMENT:**

The concept of adjustment is originally a biological one and was a corner stone in Darwin’s Theory of Evolution (1859). Darwin maintained that only those organisms most fitted to adapt to the hazards of the physical world survive.

Adjustment is a commonly used word in everyday life. It is equally popular in the discipline of psychology, sociology and education. Adjustment is needed in all walks of life. Life is a continuous series of events which are attributed to changes and challenges.

Everyone is facing such situations for his survival or growth which arise of individual's physiological, psychological or social needs. The strategy used by an individual to accommodate oneself to changing circumstances is called adjustment. When an individual is successful and satisfied with his efforts then it is a case of good adjustment.

On the other hand, if a person meets frustrations in his efforts continuously it causes maladjustment. The psychologists borrowed this concept and defined adjustment with a broader meaning. They are of the opinion that life is a continuous process of adjustment. The adjustment process consists of efforts of an organism to overcome frustrations in achieving the satisfaction of - physical as well as psychological needs, i.e. adjustment refers to need reduction. The need for adjustment arises when means for satisfying the felt needs have to be found. One has to adjust himself with others and to the

world at large. Thus, adjustment of an individual means behavioral reactions to personal demands and social pressures.

### **NECESSARY OF ADJUSTMENT:**

In this rapidly changing present times, revolutionary changes are taking place in different fields to cope up with such environment adjustment becomes necessary. To keep pace with the changing society, one has to make changes in our self or his environment. If the individual does not keep pace with the changing time, he is thrown back in the society. So the individual has to constantly make change in him to make the adjustment possible.

Right from birth to death, the individual has to make adjustment with the environment. Whether life would become good or bad. Personality would be harmonious or disharmonious man will achieve something or become normal or an abnormal – all depend upon his adaptability. Everybody has some dissatisfaction about the present circumstances or situation. If they do not get proper solution to the problem, they experience anxiety, resistances and the sense of failure. Some people accept this situation and feel satisfied some attempt to bring out the solution to the problem by using certain techniques.

Every body has some difficulty or problem and he attempts to bring out solution of his problem. E.g. The officer teases “*has he can be popular amongst worker? The child experiences anxiety that why I have the sense of disgust towards my father?*” Etc. Thus adjustment becomes necessary to bring out the solution of the problem.

### **2. Aims of the study:**

1. To study of the psychological adjustment among male and female willing to take divorce.
2. To study of the psychological adjustment among urban and rural area.
3. To study of the effect of interaction on psychological adjustment among the sex and area.

### **3. Hypothesis:**

1. There is no difference between the psychological adjustment of the male and female willing to take divorce.
2. There is no difference between the psychological adjustment of the urban and rural area.



3. There is no interaction effect of the psychological adjustment in the types of sex and area.

#### 4. Methodology:

- **Research design:**

» This research was adopted 2x2 factorial designs with 2 types of sex (male and female) and 2 types of area (urban and rural)

**2x2**  
**N=160, n=40**

<b>Male A1 (80)</b>		<b>Female A2 (80)</b>	
<b>Rural B1</b>	<b>Urban B2</b>	<b>Rural B1</b>	<b>Urban B2</b>
n=40	n=40	n=40	n=40

- A1 - means male
- A2 - means female
- B1 – means rural
- B2 - means urban

- **Sample:**

In this present study there are simple random sampling for this purpose Anand District was selected. Sample taken from family court and Jagrut Mahila Sangthan NGO of Anand city, and for this study Anand family court and JMS NGO granted permission. Among this study 40 male and 40 female respondents randomly selected from rural areas as well as 40 male and 40 female respondent selected from urban area. So in this study there are sample selected by simple random sampling method.

- **Tools used:**

The following tools were used in the present study:

**Personal Data sheet:**

Certain personal information about respondents included in the sample of research is useful and important for research. Here also, for collecting such important information, personal data sheet was prepared. With the help of this personal data sheet, the information about Area and gender were collected.

In this research following tools are used:

**Psychological Adjustment Scale:**

Psychological adjustment Scale was developed by Bell (1905) Gujarati-translate Psychological adjustment Scale was developed by Bhatt, (1994) was used. There are 160 students in this scale it is divided into four factors. In each factor there are 32 statements.

We get different areas for the above few types of adjustment and we also get the total score of adjustment in the present research, the entire scale of adjustment has been used.

For the details of the scale of adjustment the subject has to his consent for one of the three alternatives by doing the sign of true. In these alternatives, these are three things yes, indecisive, no for 'no' response 1 score is given, for 'yes' response score of two is given and for intensive response 'O' score is given. Scoring pattern shows that more score indicates less adjustment of mala adjustment. The fewer score in the scale indicates good adjustment.

The reliability score of adjustment scale comes to 0.85, derived by the split half method, obtained from the sample of 320 students. The researcher of the present research has found out the reliability score as 0.89, by using split half technique on the sample of 50 students.

- **Statistical Analysis:**

In this study 'F' test was used for statistical analysis.

## **5. Result and Discussion:**

**Psychological adjustment with reference to sex and area:-**

The main objective was to study whether sex of male and female of rural and urban areas differ in psychological adjustment. In this context, 3 null hypotheses (no.1to3) were constructed. For this purpose 2x2 factorial design was framed. To

examine these null hypothesis statistical techniques of two way ANOVA was used. The results obtained are presented in table 1, 2, and 3.

**Table no. 1****(N=160)****Means and SDs of Psychological adjustment with reference to sex and area.**

Independent variable		Male	Female
Rural	Mean (M)	122.76	124.15
	SD	16.27	21.31
	N	40	40
Urban	Mean (M)	129.63	130.60
	SD	21.92	23.81
	N	40	40

**Table no.2****(N=160)****ANOVA summary of psychological adjustment with reference to sex and area.**

Source of variance	Sum of squares	Df	Mean sum of squares	F	Sign. Level
Sex	55.23	1	55.23	0.13	NS
Area	1768.90	1	1768.90	4.01	0.01**
Sex & Area	1.60	1	1.60	0.004	NS
SSW(error)	68881.05	156	441.55		
SST	70706.78	159			
**p>0.01, NS= Not Significant					

**Table no. 3****Difference between mean score of psychological adjustment with reference to sex and area (N=160)**

Independent variable	N	Mean (M)	Difference between mean
Male	80	126.20	1.18
Female	80	127.38	
Rural	80	123.46	

Urban	80	130.11	6.65
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#### ❖ Psychological adjustment with reference to sex :-

When F test was applied to check the impact of sex on psychological adjustment among couple willing to take divorces, No significant F value was found. The F value (table no.2) is 0.13 which is statistically in significant. Table. 3 reveals that the mean scores of psychological adjustment of couple willing to take divorces are 126.20 and 127.38 respectively and the difference between two is 1.18 which is very negligible. Hence the null hypothesis 1 was maintained and it was concluded that there was not any significant impact of sex of couple willing to take divorces male and female on their psychological Adjustment.

#### ❖ Psychological Adjustment with reference to area :-

When F test was applied to check the impact of area on psychological adjustment of couple willing to take divorces, significant F value was found. The F value (table no.2) is 4.01 which are statistically significant on level 0.01. Table 3 reveals that the mean score of psychological adjustment willing to take divorces are 123.46 and 130.11 respectively and the difference of means (0.65) which is very high and not negligibe. Hence the null hypothesis 2 was rejected and it was conclude that there is significant impact of area of couple willing to take divorces on their psychological adjustment.

#### ❖ Psychological adjustment with reference to interaction effect of sex and area :-

When F test was applied to check the effect of sex and area on psychological adjustment no significant impact was found. The F value (table no. 2) is 0.004 which is statistically not significant. Hence the null hypothesis 3 was maintained and it was conclude that there was not significant interaction effect of sex and area on psychological adjustment.

### 6. Conclusion:

1. There is no significant difference between the psychological adjustment of male and female willing to take divorce.
2. There is significant difference between the psychological adjustment of urban and rural area. The urban areas people's psychological adjustment is better than the rural areas.
3. There is no significant interaction effect between the sex and area.

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# THE PSYCHOLOGICAL WELL-BEING AMONG JOINT AND NUCLEAR FAMILIES: A COMPARATIVE STUDY

**Ramesh O. Prajapati\***

## ABSTRACT

Aim of the research is to find out the Psychological Well-being among joint and nuclear families. So investigator selected two groups one is joint families and other is nuclear families, both groups have 200 persons. In one group has 89 and other one groups has 111 persons. The all subjects were randomly selected. Data were collected from Ahmedabad district. Scale was use for data collection is personal datasheet and Psychological Well-being scale developed by Bhogale and Prakash (1995), and data were analysis by 't' test. Result show, There is no significant difference between the psychological well-being of joint and nuclear family. There is no significant difference between the psychological well-being of married and unmarried person's.

### 1. Introduction:

Today in 21<sup>st</sup> century occupational field become very extensive because of promptly developed many industry and machinery And also progress many occupational field. There is especially a teacher, clerk, doctor, manager, engineer, bank employee, worker, nurses, etc. can be considered. Each occupation has unique importance. All above its important occupation field of doctors and bank employee. Because of doctors occupation is very important in social by the viewpoint of humanity and moral.

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Doctors and bank employees have to doing his work very careful. Otherwise his small mistake can create big problem. So, doctors and bank employees have needs to take care of his physical and mental health. His mentality can be do effect on his work and patient.

If they can understand his work value and psychological well-being very well so than they doing his duty very effectively. Its maximum benefit goes to patient and consumer. When doctors and bank employees keep attractive, liking and positive emotion towards with his work than they to maintain his duty very effectively and when they thinking negative and dissatisfaction towards his work then they can't do his duty very well.

In psychology to occur many research for to get information about human behavior in deeply. But is very insufficient research doing on work value, burnout and psychological well-being its effect on human behavior.

Psychological well-being indicated physical and mental wellness. Sinha (1990) has stated that Psychological well-being is difficult to define. It has been taken to consist of discomfort or desirability and from any disturbance if mental function. It is a somewhat malleable concept which has to do with people's feeling about everyday life activities. Such feeling may range from negative mental state or Psychological strains such an anxiety, depression, frustration, Emotional, exhaustion, unhappiness, dissatisfaction to a state which has been identified as positive mental healthy [Johada 1958, Warr 1978]

*“A state of complete physical mental and social well-being and does not consist only of the obsess of disease of infirmity”*

**-World health organization (WHO) (1948)**

*“Psychological well-being as the general experience by individual that there will be positive outcome or circumstance”*

**Adams, Bezner, & Steinhardt (1997)**

What war the phase of illness the good of caregivers is to proponent Psychological well-being as “seeking a sense of control in the face of the life threading illness he characterized by emotional distress altered life priorities and fear of the unknown as well as positive life changes” in order to promote Psychological well-being Scanlon suggest that three question be a asked.



**1. What do they worry about?****2. How do they cope?****3. How can nurses help?**

At the most basic level Psychological well-being (PWD) is quite similar to other term that refer to positive mental status, such as happiness for satisfaction and in many base it is not necessary for helpful to worry about find distinctions between such terms.

Ivan Robertson cooper

The concept of well-being originated from Positive Psychology. The shift from negative to positive psychology is a welcome change in the discipline. The focus of positive psychology is to study the improvement in the lives of individuals. Positive Psychology has emerged from the problem of the west. Thus it may be inferred that knowledge is culturally conditioned.

Well-being is often defined as a sound economic disposition. A western study of relationship between having money, and life satisfaction revealed that between 1940's and the year 2000, people needed more money to maintain, the same level of satisfaction. In other words one needed more money to stay happy in 2000 than in 1940's, with the requirement of money steadily increasing over the years. Another study proved that while the richest American measured 5.8 on satisfaction while the Slum dwellers of Kolkata measured 2.9 indicating again that satisfaction is not directly related to money per se. However, up to the income level of \$ 10,000 a correlation between money and satisfaction was found, beyond which addition in income did not contribute to well being. Thus an economic criterion was found to have a limitation in predicting well being.

**2. Aims of the study:**

1. To study of the Psychological Well-being among joint and nuclear families.
2. To study of the Psychological Well-being among married and unmarried person's.

**3. Hypothesis:**

1. There is no significant difference between the Psychological Well-being of joint and nuclear families.
2. There is no significant difference between the Psychological Well-being of married and unmarried person's.

#### 4. Methodology:

##### Sample:

For this study 200 samples selected from Ahmadabad city. The sample was taken as per following schedule:

- 1) Total no. of sample – 200
- 2) Person's of the sample – residential doctors and bank employee.
- 3) Family type of sample – joint and nuclear.
- 4) Marital status of sample – married and unmarried.
- 5) Sampling method – Randomly selected

##### Tools used:

The following tools were used in the present study:

##### 1. Personal Data sheet:

This personal data sheet, the information about marital status, Types of family and family income were collected.

In this research following tools are used:

##### Psychological Well-being scale:

Psychological well-being questionnaire developed by Bhogale and Prakash (1995), was used to measure psychological well-being. These are 28 sentences in this scale. All at the sentence had a two option “yes” or “no” belong two option can choose one option and marked by symbol (✓). In positive sentence 1 point for yes and 0 point for no. and in negative sentence 1 point for no and 0 point for yes. The test – retest reliability coefficient is 0.72 and internal consistency coefficient is 0.84. The author has reported satisfactory validity of the questionnaire.

##### Statistical Analysis:

In this study ‘t’ test was used for statistical analysis.

## 5. Result and Discussion:

**Table no.1**

*Means, SDs and 't' value of Psychological Well-being with reference joint and nuclear family.*

(N=200)

Types of family	n	Mean	SD	t	Sign. Level
Joint family	89	17.11	3.81	1.61	NS
Nuclear family	111	18.02	4.15		

### ❖ Psychological well-being with reference types of family (joint and nuclear family).

Null hypothesis HO.No.1 was constructed to get information whether any significant difference between psychological well-being of joint and nuclear family.

**HO.1:- There is no difference between the psychological well-being of joint and nuclear family.**

It can be observed the table no.1 that mean scores with reference psychological well-being of joint and nuclear family were 17.11 and 18.02. The difference between "t" values is 1.61. That "t" value is not significant at 0.05 levels. It can be seen the table no.1 there was no more difference between mean of two group. So, null hypothesis 1 is accepted. And the result shows there is negligible difference between joint and nuclear family on their psychological well-being.

**Table no 2**

*Means, SDs and 't' value of Psychological Well-being with reference married and unmarried person's.*

(N=200)

Marital status	n	Mean	SD	t	Sign. Level
Married	113	17.83	3.94		

Unmarried	87	17.33	4.12	0.87	NS
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❖ **Psychological well-being with reference marital status (married and unmarried person).**

Null hypothesis HO.No.2 was constructed to get information whether any significant difference between psychological well-being of married and unmarried person.

**HO.2:- There is no difference between the psychological well-being of married and unmarried person.**

It can be observed the table no.2 that mean scores with reference psychological well-being of married and unmarried person were 17.83 and 17.33. The difference between “t” values is 0.87. That “t” value is not significant at 0.05 levels. It can be seen the table no.2 there was no more difference between mean of two group. So, null hypothesis 2 is accepted. And the result shows there is negligible difference between married and unmarried person on their psychological well-being.

**6. Conclusion:**

1. There is no significant difference between the Psychological Well-being of joint and nuclear families.
2. There is no significant difference between the Psychological Well-being of married and unmarried person's.

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# STRESS MANAGEMENT OF OLD AGE

**Ankit Patel\***

## Abstract

In 21<sup>st</sup> century, problem of old age adjustment is there. Most of the old age persons are suffering from severe stress. How they manage the stress and fell the stress, is disused in this paper. The presents study was held in area of MAHISAGAR district. Aim of the study is to measure the difference of old persons from join family and old age home groups, about stress management level. 100 old persons were selected randomly from MAHISAGAR area. In which 50 old male and female from join family and 50 old male and female from old age home. For present study “**STRESS MANAGEMENT QUESTIONNAIRE (SMQ)**” of Dr. Jim Petersen (1976) was used.

After data collection, data was analyzed according to key. t test was calculated for major groups. Main hypothesis was rejected. Causes of rejection are discussed in full length research paper, May more hypotheses are also discussed in paper. Some interactional hypothesis is accepted. This is the interesting area of my research. New suggestions are also mention in full paper. Really this is the current problem of our society. That's why this research work is important and useful of society.

## Introduction:

### What is a Stress?

**Stress** is a person's response to a stressor such as an environmental condition or a stimulus. Stress is a body's method of reacting to a challenge. According to the stressful event, the body's way to respond to stress is by sympathetic nervous system activation which results in the fight-or-flight response. Stress typically describes a negative condition or a positive condition that can have an impact on a person's mental and physical well-being. The term *stress* had none of its contemporary connotations before the 1920s. It is a form of the Middle English *destresse*, derived via Old French from the Latin *stringere*, "to draw tight." The word had long been in use in physics to refer to the internal distribution of a force exerted on a material body, resulting in strain. In the 1920s and 1930s biological and psychological circles occasionally used the term to refer to a mental strain or to a harmful environmental agent that could cause illness. Walter Cannon used it in 1926 to refer to external factors that disrupted what he called homeostasis. But, Stress as an explanation of lived experience is absent from both lay and expert life narratives before the 1930s".[16]

Homeostasis is a concept central to the idea of stress. In biology, most biochemical processes strive to maintain equilibrium, a steady state that exists more as an ideal and less as an achievable condition. Environmental factors, internal or external stimuli, continually disrupt homeostasis; an organism's present condition is a state in constant flux moving about a homeostatic point that is that organism's optimal condition for living.

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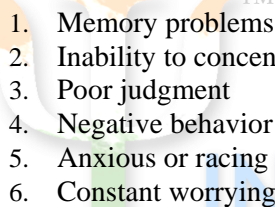
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Factors causing an organism's condition to diverge too far from homeostasis can be experienced as stress [1]. A life-threatening situation such as a physical insult or prolonged starvation can greatly disrupt homeostasis. On the other hand, an organism's effortful attempt at restoring conditions back to or near homeostasis, often consuming energy and natural resources, can also be interpreted as stress. In such instances, an organism's fight-or-flight response recruits the body's energy stores and focuses attention to overcome the challenge at hand.

The ambiguity in defining this phenomenon was first recognized by Hans Selye (1907-1982) in 1926. In 1951 a commentator loosely summarized Selye's view of stress as something that "...in addition to being itself, was also the cause of itself, and the result of itself." First to use the term in a biological context, Selye continued to define stress as "the non-specific response of the body to any demand placed upon it". As of 2011 neuroscientists such as Bruce McEwen and Jaap Koolhaas believe that stress, based on years of empirical research, "should be restricted to conditions where an environmental demand exceeds the natural regulatory capacity of an organism". Despite the numerous definitions given to stress, homeostasis appears to lie at its core [2].

## **Stress Symptoms:**

### **Cognitive Symptoms [4]**

- 
1. Memory problems
  2. Inability to concentrate
  3. Poor judgment
  4. Negative behavior
  5. Anxious or racing thoughts
  6. Constant worrying or feeling of insecurity

### **Physical Symptoms [4]**

1. Aches and pains
2. Diarrhea or constipation
3. Nausea, dizziness
4. Chest pain, rapid heartbeat
5. Loss of sex drive
6. Frequent illness

### **Behavioral Symptoms [4]**

1. Eating too much or too little
2. Drug/ Alcohol/ smoking abuse
3. Frequent crying
4. Social Withdrawal
5. Sudden angry outburst
6. Relationship problems



## Causes of Stress [3]:

- Major life changes
- Work / Job
- Relationship difficulties
- Inability to accept uncertainty
- Pessimism
- Negative self-talk
- Poor Health of self or relative
- Financial problems
- Being too busy
- Children and family
- Unrealistic expectations
- Perfectionism
- Pollution
- Lack of assertiveness

## Need of Stress Reliever

Stress is among the leading causes of disability worldwide (WHO). Stress can be defined broadly as inability of body to maintain balance or struggling to find a balance among the multitude of challenges in one's busy life.

It is a negative condition caused by conglomeration of concerns that impacts on one's mental and physical well-being. Stress symptoms can affect our body, our thoughts, feelings, and our behavior and we might not realize it till it starts causing major damage to your health, your mood, your productivity, your relationships, and your quality of life. Stress means different to different people and can be briefly defined as experiencing [10].

- Worry or Anxiety
- Bodily or Mental Tension
- Strain or Overwork

Stress directly affects nervous system, endocrine system and immune system of the body which causes hypertension, depression, obesity and appearance of symptoms like fatigue, lack of energy, increased heart rate, slow digestion, tensed muscles, nervousness, and sleeplessness, irritable or angry behavior. Altered immune response appears as frequent attack of cold, influenza and viral infections [11].

## Consequence of Stress:

Long-term exposure to stress can lead to serious health problems. Chronic stress disrupts nearly every system in the body.

Major health problems are caused or exacerbated by stress are as follows;

1. Immune suppression (vulnerable to infections)
2. Hypertension (increased heart rate)
3. Diabetes
4. Pain (backache, migraine)
5. Tensed muscles
6. Digestive problem (Diarrhea or constipation)
7. Sleep problems
8. Obesity
9. Infertility
10. Speed up the aging process
11. Anxiety and depression
12. Irritability and/or angry behavior
13. Skin problems (acne, psoriasis, eczema)
14. Hair loss [6]

## About Stress management:

**Stress management** refers to the wide spectrum of techniques and psychotherapies aimed at controlling a person's levels of stress, especially chronic stress, usually for the purpose of improving everyday functioning. In this context, the term 'stress' refers only to a stress with significant negative consequences, or distress in the terminology advocated by Hans Selye, rather than what he calls esters, a stress whose consequences are helpful or otherwise positive. Stress produces numerous symptoms which vary according to persons, situations, and severity. These can include physical health decline as well as depression. The process of stress management is named as one of the keys to a happy and successful life in modern society. Although life provides numerous demands that can prove difficult to handle, stress management provides a number of ways to manage anxiety and maintain overall well-being. Despite stress often being thought of as a subjective experience, levels of stress are readily measureable using various physiological tests, similar to those used in polygraphs [7].

Many practical stress management techniques are available, some for use by health practitioners and others for self-help, which may help an individual to reduce stress, provide positive feelings of being in control of one's life and promote general well-being [12].

The effectiveness of the different stress management techniques can be difficult to assess, as few of them have received significant attention from researchers. Consequently, the amount and quality of evidence for the various techniques varies widely. Some are accepted as effective treatments for use in psychotherapy, whilst others with less evidence favoring them are considered alternative therapies. Many professional organizations exist to promote and provide training in conventional or alternative therapies. There are several models of stress management, each with distinctive explanations of mechanisms for controlling stress. Much more research is necessary to provide a better understanding of which mechanisms actually operate and are effective in practice [13].

### Transactional model:

Richard Lazarus and Susan Folkman suggested in 1984 that stress can be thought of as resulting from an “imbalance between demands and resources” or as occurring when “pressure exceeds one's perceived

ability to cope". Stress management was developed and premised on the idea that stress is not a direct response to a stressor but rather one's resources and ability to cope mediate the stress response and are amenable to change, thus allowing stress to be controllable [7].

Among the many stressors mentioned by employees, these are the most common:

- The way employees are treated by their bosses/supervisors or company
- Lack of job security
- Company policies
- Coworkers who don't do their fair share
- Unclear expectations
- Poor communication
- Not enough control over assignments
- Inadequate pay or benefits
- Urgent deadlines
- Too much work
- Long Hours
- Uncomfortable physical conditions
- Relationship conflicts
- Coworkers making careless mistakes
- Dealing with rude customers
- Lack of cooperation
- How the company treats coworkers

In order to develop an effective stress management programme it is first necessary to identify the factors that are central to a person controlling his/her stress, and to identify the intervention methods which effectively target these factors. Lazarus and Folkman's interpretation of stress focuses on the transaction between people and their external environment (known as the Transactional Model). The model contends that stress may not be a stressor if the person does not perceive the stressor as a threat but rather as positive or even challenging. Also, if the person possesses or can use adequate coping skills, then stress may not actually be a result or develop because of the stressor. The model proposes that people can be taught to manage their stress and cope with their stressors. They may learn to change their perspective of the stressor and provide them with the ability and confidence to improve their lives and handle all of types of stressors [7].

## Techniques:

High demand levels load the person with extra effort and work. A new time schedule is worked up, and until the period of abnormally high, personal demand has passed, the normal frequency and duration of former schedules is limited [15].

Many techniques cope with the stresses life brings. Some of the following ways induce a lower than usual stress level, temporarily, to compensate the biological tissues involved; others face the stressor at a higher level of abstraction [8]:

- Autogenic training
- Social activity
- Cognitive therapy
- Conflict resolution

- Cranial Release Technique
- Exercise
- Getting a hobby
- Meditation
- Mindfulness (psychology)
- Deep breathing
- Yoga Nidra
- Nootropics
- Reading novels
- Prayer
- Relaxation techniques
- Artistic expression
- Fractional relaxation
- Progressive relaxation
- Spas
- Somatic training
- Spending time in nature
- Stress balls
- Natural medicine
- Clinically validated alternative treatments
- Time management
- Planning and decision making
- Listening to certain types of relaxing music
- Spending quality time with pets

Techniques of stress management will vary according to the philosophical paradigm.

## **Stress Management Programs in Workplace:**

Many businesses today have begun to use Stress Management Programs for employees who are having trouble adapting to stress at the workplace or at home. Many people have spill over stress from home into their working environment. There are a couple of ways businesses today try to alleviate stress on their employees. One way is individual intervention. This starts off by monitoring the stressors in the individual. After monitoring what causes the stress, next is attacking that stressor and trying to figure out ways to alleviate them in any way. Developing social support is vital in individual intervention, being with others to help you cope has proven to be a very effective way to avoid stress. Avoiding the stressors all together is the best possible way to get rid of stress but that is very difficult to do in the workplace. Changing behavioral patterns, May in turn, help reduce some of the stress that is put on at work as well [9].

Employee Assistance Programs can include in-house counseling programs on managing stress. Evaluative research has been conducted on EAPs that teach individual stress control and inoculation techniques such as relaxation, biofeedback, and cognitive restructuring. Studies show that these programs can reduce the level of physiological arousal associated with high stress. Participants who master behavioral and cognitive stress-relief techniques report less tension, fewer sleep disturbances, and an improved ability to cope with workplace stressors.

Another way of reducing stress at work is by simply changing the workload for an employee. Some may be too overwhelmed that they have so much work to get done, or some also may have such little work that

they are not sure what to do with themselves at work. Improving communications between employees also sounds like a simple approach, but it is very effective for helping reduce stress. Sometimes making the employee feel like they are a bigger part of the company, such as giving them a voice in bigger situations shows that you trust them and value their opinion. Having all the employees mesh well together is a very underlying factor which can take away much of workplace stress. If employees fit well together and feed off of each other, the chances of lots of stress are very minimal. Lastly, changing the physical qualities of the workplace may reduce stress. Changing simple things such as the lighting, air temperature, odor, and up to date technology.

Intervention is broken down into three steps: Primary, Secondary, and Tertiary. Primary deals with eliminating the stressors all together. Secondary deals with detecting stress and figuring out ways to cope with it and improving stress management skills. Finally, tertiary deals with recovery and rehabbing the stress all together. These three steps are usually the most effective way to deal with stress not just in the workplace, but overall [14].

## Objectives:

*The objectives of the present study are such...*

1. Main aim of this study is to know about the old age from join family and old age home groups' stress management.
2. To know about the old person' present life style of two different groups (Join family and Old age home)
3. To study and compare the stress management of old male and female from join family group.
4. To study and compare the stress management of old male and female from old age home group.
5. To know the difference between the stress of join family and old age home groups' old males and females.
6. Massage to whole society that all old persons require more sympathy, co-operation, affection, love and care.

## Hypothesis:

*The following null hypothesis is stated for the present investigation...*

1. There is no significant effect of stress management level of old male and female of join family group.
2. There is no significant effect of stress management level of old male and female of old age home group.
3. There is no significant effect of stress management level of old males from join family and old age home groups.
4. There is no significant effect of stress management level of old females from join family and old age home groups.
5. There is no significant effect of stress management level of old males and females.

## Variables:

*In present research following variables are shown in this table*

Name of Variable	Nature of Variable	Number of Variable
Two* Groups	IV	03
Stress management	DV	04
Gender	IV	02

IV = Independent Variable, DV = Dependent Variable, \*Join family and Old age home

## Sampling:

Group	Male	Female	Total
Join family	25	25	50
Old age home	25	25	50
-	-	-	-
Total	50	50	100

## Tools:

In the present study for finding of stress management level on the old persons the main objectives of this research. Researcher has developed stress management progress report of research sample variable of old males and females from MAHISAGAR district area. Percentage score present study is for finding out the “**STRESS MANAGEMENT QUESTIONNAIRE (SMQ)**” test developed by Dr. Jim Petersen (1976) [5]. He is an Arizona psychologist specializing in helping people with stress and stress related disorders at his Biofeedback and Stress Management Clinic develop a stress assessment tool called the Stress Management Questionnaire (SMQ). The SMQ was designed to help individuals identify potential stress "risk" areas and, then, based upon the results develop an intervention programs to reduce stress and enhance one's stress mastery skills.

The initial SMQ worked well but needed to be refined, shortened and psychometrically validated. A shorter version of the SMQ was developed. It proved to be easier to use and produced even better results. The first successful application of the SMQ was in the University of Arizona's "Project Well Aware about Health" program funded by the Kellogg Foundation (1980). Since then, the SMQ has helped thousands of stressed



In 1980, the SMQ underwent a comprehensive validation study funded by the National Institute for Occupational Safety and Health (NIOSH). Using stratified random sampling techniques with several major corporations, the result was the identification of seven key behavioral "risk" factors or scales. Because stress is known to have a negative effect on one's body and health, a follow-up study was then conducted to determine if the seven primary scales correlated with any negative effects of stress.

The SMQ is a 34 page booklet complete with the 87 basic SMQ questions, a scoring and profiling section and detailed information about each of the stress "risk" scores. The SMQ Booklet can be used by an individual for self-exploration or as part of a small or large group stress management training program. The SMQ is flexible training booklets that assess participants' stress levels, provides a profile of their results and gives solid professional information about how to develop stress mastery knowledge, skills and attitudes.

## Research Design:

For present study SMQ test was used. The test is taken from [www.Stressmaster.com](http://www.Stressmaster.com) website (3219 E. Camelback Rd. #140 Phoenix, AZ 85018 480-444-630 • Skype "TheStressmaster"). This test measures Stress level. In this research, I have discussed above old males and females from two different groups' stress level.

100 old persons (Male and Female) were selected randomly MAHISAGAR district area' join families and old age homes. Old persons were divided in two groups. Group one 'Join family', in which 50 persons (25 are male and 25 are female). Number of two' group 'Old Age Home', in which 50 persons (25 are males and 25 are females).

After collecting the data statistical analysis was done according to key for the comparison of different groups 't' test was calculated.

## Results and Discussion:

**Table no.1: Male and female from join family group.**

Group	N	Mean	SD	SEM	t	Level
Male	25	35.84	4.37	0.87	0.2856	NS
Female	25	36.36	7.98	1.60		0.01

- This table indicates no significant difference between male and female from join family group. Females are more effective in stress management.

**Table no. 2: Male and female from old age home group.**

Group	N	Mean	SD	SEM	t	Level
Male	25	36.56	5.59	1.12	1.0718	NS
Female	25	37.92	3.00	0.60		0.01

- This table indicates no significant difference between male and female from old age home group. Females are more effective in stress management.

**Table no.3: Males from \*old age home and \*\*join family groups.**

Group	N	Mean	SD	SEM	t	Level
Male*	25	36.56	5.59	1.12	0.5071	NS
Male**	25	35.84	4.37	0.87		0.01

- : Here also no significant difference is found in males from Join family and old age home group. Males of old age home are more effective in stress management.

**Table no.4: Females from \*old age home and \*\*join family groups.**

Group	N	Mean	SD	SEM	t	Level
Female*	25	37.92	3.00	0.60	0.9146	NS
Female**	25	36.36	7.98	1.60		0.01

- : Here also no significant difference is found in females from Join family and old age home group. Females of old age home are more effective in stress management.

**Table no.4: Old Age home and Join family Group**

Group	N	Mean	SD	SEM	t	Level
OAH	50	36.20	4.98	0.70	0.8506	NS
JF	50	37.14	6.02	0.85		0.01

- This table indicates no significant difference of Stress Management in Join Family and Old Age Home' peoples.

## Interpretation of Tables and Testing of Hypothesis:

- HO1: There is no significant effect of Stress management level between old male and female of join family group. Tested t value is 0.2856 at 0.01 levels. So, we accepted of this null hypothesis.
- HO2: There is no significant effect of Stress management level between old male and female of old age home group. Tested t value is 1.0718 at 0.01 levels. So, we accepted of this null hypothesis.
- HO3: There is no significant effect of Stress management level between old males of join family and old age home group. Tested t value is 0.5071 at 0.01 levels. So, we accepted of this null hypothesis.
- HO4: There is no significant effect of Stress management level between old female of join family and old age home group. Tested t value is 0.9146 at 0.01 levels. So, we accepted of this null hypothesis.

- HO5: There is no significant effect of Stress management level between old age home group and join family group. Tested t value is 0.8506 at 0.01 levels. So, we accepted of this null hypothesis.

## Finding:

- There is no significant of stress management level of between male and female in join family group.
- There is no significant of stress management level of between male and female in old age home group.
- Females are more effective in stress management compare to males.
- Old age home group is more effective in stress management compare to join family group.
- Old age home's old person to done effective stress management compare to joint family because these old person connected to each other and shared own problems, emotions and sympathy etc.

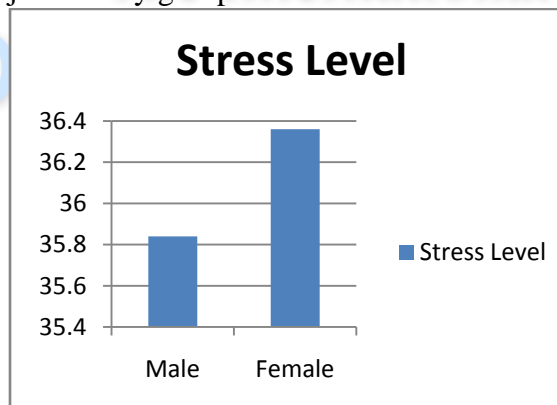
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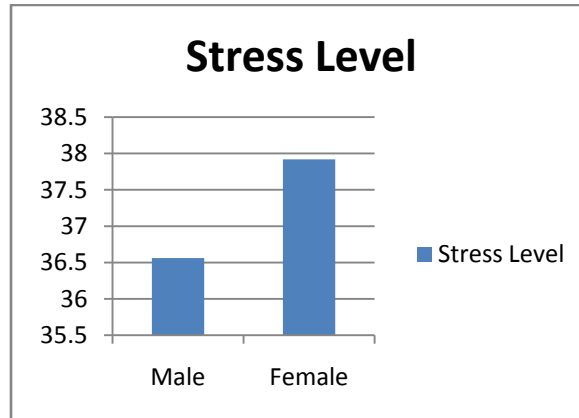
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## Charts:

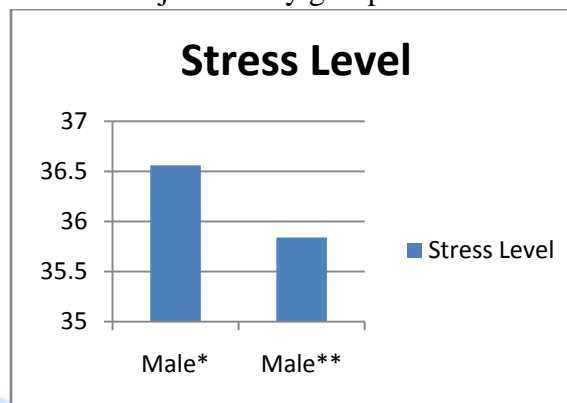
1. Male and female from join family group.



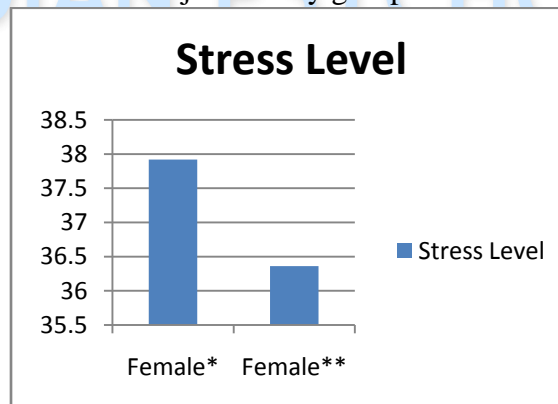
2. Male and female from old age home group.



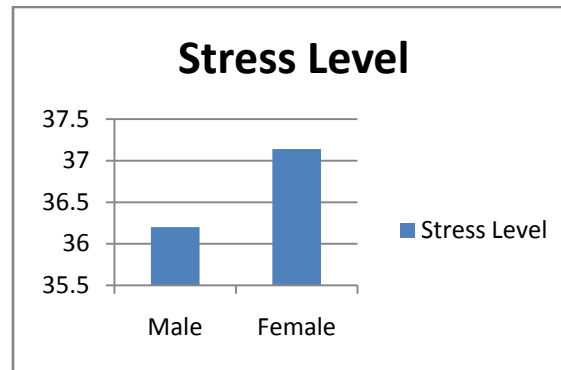
3. Males from \*old age home and \*\*join family groups.



4. Females from \*old age home and \*\*join family groups.



5. Table no.4: All over Males and Females.



The International Journal of  
**INDIAN PSYCHOLOGY**

# MENTAL HEALTH AMONG PROFESSOR AND PRIMARY WOMEN TEACHER: A COMPARATIVE STUDY

**Kothival Krishna P\***

## ABSTRACT

The main purpose of this research was to find out the mean difference between professor and primary teacher women in mental health. The total sample consisted 60 women were taken. The research tool for mental health was measured by Dr. Jagdish and Dr. A. K. Srivastava. Here't' test was applied to check the significance of mental health in professor and primary teacher.

Result shows that No Significant difference between professor and primary teacher in mental health.

### Introduction :

More recently, the concept of mental health has received added significance because of changing societal complexity and global problems. Traditionally, the absence of negative mental states such as depression and anxiety present a picture of mental health, with the emergence of health psychology, psychologists, have indicated presence of positive aspects like achievement, personal competence autonomy etc as more important criteria of mental health. Involvement is a central life interest. So According to corchin, "Positive Mental Health is the key of person's cohesive development."

### Definitions :

*"Mental health includes precautionary steps to prevent mental illness, and though it growth can be seen in mental health."*

- **Walter. J. Coville**

*"Mental health means a proper study of the aspects which affects an individual or society coordination and also optimum use of the aspects of that study."*

- **Klein**

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*"In individual view or societal view or in any kind of behavioral growth which requires a great strength to solve the problem is mental health."*

- **Hadley**

*"Let us define mental health as the adjustment of human being to the world and to one another with a maximum of effectiveness and happiness."*

- **Karl Menninger**

The life of human being has been filled with anxiety, worry, depression, frustration and distortion. The human being is a traveler who lost the way of life because of the dualism of hope and pessimist on the one hand the life of human being is full of happiness and positivity and on other hand there so many difficulties around him to entangle. There are so many needs of human being. These needs cannot be satisfied easily. The human being has to pass so many difficult phases to achieve the happiness. This Journey of seeking happiness results in effect on mental health of person well known scientist Colman considers modern ago as the age of anxiety. So, the question of mental health has become the first priority to solve. Therefore, the study of mental health has become the most rationale in today's era.

Every individual has to work hard in this modern competitive era. Because it is the era of unemployment, price hike and corruption. And as a result every man and woman has to work to survive in a better way. Today, women also work in various fields. They have to perform dual responsibilities. And there is a great impact of it on women especially on their mental health. Their mental health also changes according to their changing responsibilities.

There are two kinds of categories in teacher at present time with many others and these are of professor's and primary teacher's. Both of their duties and responsibilities are different. Those who are women professors, their understanding level and experiences are different compared to primary teachers. Similarly, there is a great difference in students. Their thinking level and rationality also different according to their ages. As they sometimes go against their teachers of discipline take place. The professors have to be ready for all kind of situations, they have to collect as much information as they can. Because the age of their students is also different from the students of primary teachers.

The primary teachers have to create an atmosphere as good as the students start loving to go to schools. It is their responsibility to teach their students each kind of discipline. They have to make teaching very interesting. Their life style is also different due to their financial condition and that is why their mentality is quite different from professors.

Subhash Basu (2004) studies that the mental health problems of women, especially in the Indian context. As per World Health Organization (WHO) estimates, depression is expected to be the second largest contributor to disease burden by 2020, and with one in every three women worldwide being afflicted by common mental disorders including depression, the mental health of women is a serious issue indeed. While studying the psychological construct of mental health, we come to understand that it is deeply embedded

within an individual's social and socioeconomic relationships. Since women worldwide and more so in India, face gender based discrimination at every stage of their lives, their psychological well-being becomes a cause for great concern. This note attempts to explore the various risk and protective factors affecting the mental health of women. This note attempts to explore the various risk and protective factors affecting the mental health of women. Considering the gravity of the matter, urgent remedial measures such as understanding the underlying causes of psychological distress among women, adopting a gender-sensitive approach, working towards women's empowerment and formulating women-friendly health policies could work wonders for the mental health of Indian women.

Manisha Singh and Girish singh. 2006 The overall assessment in reveals that thought the subjective are normal in general, bat a substantial proportion is at risk of developing psychosocial stress generated problems that may affect their mental health. Modification in coping strategies and planned interventions are desirable.

Thus, the problems of professors and primary teachers are different. Generally, primary teacher's responsibilities are more than professors because their children are very young. So, it is their duty to teach them life related lessons and make them ready to be prepared for higher studies especially in colleges.

- **Objective :**

To study the mental health of Professor and Primary teacher women.

- **Hypothesis :**

There is no significant difference between Professor and Primary teacher women in mental health.

- **Methodology:**

- **Variable :**

**Independent variable :**

- A). Professor women
- B). Primary teacher women

**Depended Variable :**

To get score of mental health among Professor and Primary teacher women.

- **Sample :**

The sample consisted of 60 (30 Professor and 30 Primary teacher women). Women the sample was selected by random method from different schools and colleges.

- **Tools :**

In this research mental health questionnaires were used from the data collection constructed and standardized by Dr. Jagdish and Dr. A. K. Srivastava. The reliability is 0.73 and the validity is 0.54.

- **Statistical Methodology :**

't' test was conducted as a statistical technique to find out the aim.

## Result and Discussion :

't' Ratio of mental health of joint and separate family's women.

Variable	(N)	Mean	SD	't' Value	Level of Significant
Professor Women	30	187.57	16.60	0.78	N.S.
Primary teacher Women	30	190.97	17.20		

**N.S. = Not Significant**

The result of the present study indicates that there is clear difference between the Professor and Primary teacher women. In terms of mental health according to near 187.57 is for the Professor women and 190.97 is for Primary teacher women. The difference clearly justifies that Professor Women are under more mental stress in comparison.

To draw the comparison between the two, I have used 't' method is where 0.78 is the out-come. At the level sign force 0.05 and 0.01 levels are insignificant and as a result the hypothesis of our study stands accepted.

## Conclusion :

There is no significant difference between Professor and Primary teacher women in mental health.

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## **FAMILY RELATIONSHIP AND INTEREST IN ONLY CHILD AND CHILD WITH SIBLING**

**Rinku Mathews\***

### **INTRODUCTION:-**

#### **Family relationship:-**

#### **What do you mean by family?**

- A group consisting of parents and their children living together as a unit.
- A group of people related by blood or marriage.

#### **Family relationship:-**

Each family is different. They are made up of different people, with different needs, ideas and ways of behaving. This can make a family a special group, can also mean that getting on together is not always easy. Young people often talk to Child Like about their families - it can be how much they enjoy their family but also can be about feeling left out or that they don't get on with them.

Young children are likely to experience great psychological damage from poor family relationship. The harm will be worse for them than for any other family member because their life is centered in the home. It is the child one and only means of stability and security, the child has nowhere else to turn for them.

There are three common forms of psychological damage to young children that poor family relationships cause. First, a parents and likely to develop an unfavorable attitude toward parents. The feeling of unloved and unwanted in the family, may lay the foundation for inferiority as martyr complex. Unfavourable family relationships make children unhappy. Such children can and often do develop the habit of being unhappy.

Parents always find fault with whatever children do and how they do. Praise is rarely given and children feel unloved and unwanted by the parents, they become unhappy and their whole outlook on life may show this unhappiness. Many-a-time, children are upset by any breakdown in parent-child relationship, as they want care and attention.

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Parents should have friendly feelings towards their family, have friendly terms with all the members. Children should have friendly feeling with siblings.

### **What kinds of thing can affect families?**

Families are supposed to be caring and loving towards one another. They are the people you should feel most safe and secure with. It can be normal for families not to get along with each other sometimes. Every family has problems from time to time, even if they are usually happy and don't often argue.

### **The Importance of Family Relationships**

Family relationships are important as they help us interact with the wider social world. The family is where we first see how relationships work by observing our parents, our grandparents, siblings and other family members relate to each other. The quality of our family relationships impact upon the person we become. Supportive and nurturing family relationships contribute to our well being while abusive and tense family relationships are detrimental to our stability.

The family is dynamic and affected by outside influence. Things that happen at work or school affect our actions in the home. Sometimes after a hard day at work parents are tired and uninvolved with the rest of the family. Similarly children and teens may find themselves fighting with family members after a challenging day at school.

Fights can become more intense where children do not learn to respect the rights of others. Some level of competition between siblings is unavoidable and if this does not escalate, the competition can even be healthy. A moderate level of rivalry can show that each child is assertive enough to express his or her differences with other siblings.

There are positive ways to get your parents attention without belittling your sibling or comparing yourself to them. You can express your personality, your merits and your talents without using measuring stick against the achievements of your brother or sister. You are unique and your talents are equally worthy as those your sibling may possess.

It is important to respect the needs and wishes of your sibling. Respect also plays an important role in the parent- child relationship. It is important to maintain close parent-child relationships. The achievements of your brother or sister. You are unique and your talents are equally worthy as those your sibling may possess. It is important to respect the needs and wishes of your sibling. Respect an important role in the parent- child relationship.

### Parent-child relationships

- Two aspects of parent-child relationships are examined in the study – parents' reports of parent-child conflict and the children's reports of the parenting style of their parents. Neither shows strong direct associations with family structure – when a range of other factors are controlled for, there is little by way of consistent differences in levels of parent-child conflict or parenting style between two-parent and one-parent families, between sub-types within Conclusions and Policy Implications 84 these categories, or between large and small families. Neither do major SES indicators such as mother's education nor current household poverty has witnessed conflict between the parents, though the causal patterns underlying these linkages are likely to be complex and possibly circular (e.g. in that mother's depression could be both a cause and a consequence of conflict with the child).
- The limited links between SES indicators and the quality of parent-child relationships implies that personality traits of parents and their children which are not measured in the GUI data exert a more dominant influence in this aspect of family relationships they do in other aspects of family life and that social-structural factors play a correspondingly lesser role.



### CHILDREN INTEREST :-

Writers have defined interests as preoccupations, objectives, likes, dislikes and motives. William James described interest as a form of selective awareness or attention that produced meaning out of mass of mass of one's experiences. Strong speaks of interests as "likes" and labels "dislikes" as "aversion". From the operational view point it is sufficient to look upon interest as organism conditions that result in a desire for further stimulation from a particular type of objects, ideas or activities. In a normal course of events, every child develops likes and dislike for things and activities within his field of experiences, and these likes and dislikes have a definite effect on his behavior. He tends to avoid anything that he dislikes and to seek whatever he likes. For this reason, why he comes to like or dislike is of considerable practical importance in determining his behavior, Guilford (1964) says that interest is a tendency to give attention, to be attracted by, to like and find satisfaction in an activity, object or person. Kitson (1965) says that to have interest in something means to get oneself assimilated with that thing or activity. Kitson say (1965) further says that interest is such a mental selective and active process in which all mental energy is centered on one stimulus or activity for fulfilling some purpose. Shane (1967) "an interest is something with which the child identifies his personal well being". Interest is important because they serve as a source of strong motivation to learn or to do an activity with full concentration. Interests add enjoy to every one's life. If one is interested in carrying out a required activity, the experiences will be for more enjoyable than if he is forced to carry it out in spite of lack of interest. If interests are developed, children are bound to master



the activity. Thus they can enjoy pleasure as well skill in the activity they are interested. All the interests and abilities are not closely

Related, although they are positively correlated. Children often think they are interested in one activity but when they learn more about it or have experience more of it, they may find that it is not they thought of it was. On the other hand experience with a subject may result in the development of permanent interest. Mental activity is dominated by interests. A child concentrates on the activities in which he is interested; therefore success is closely related to degree of concentration and level of interest. Different studies reveal that interests are related to social and economic status, parent-child relationship, peer influence, intelligences, environmental factors and early experience of success. Interest play an important role in every one's life because it determines what one will do and how well one will do in a particular field. It is because, what a person is interested in, will influence much of what he does, thus, a person's interested affect his immediate goals as well as his more remote one's. a boy who is interested in sports and who has discovered the prestige associated with success in sports competition will have stronger and more clearly defined aspiration in athletics than academic work where success bring little acclaim. Some interests are closely related to ability while others derive from social pressure or the desire for prestige. Studies show that interests related to abilities are the most satisfying. If a student has an aptitude for mathematics, his interest in the subject will be stronger and more persistent than if it were forced upon him by social pressure. Interest is also related with certain personality traits. Boys and girls interested in games and sports or social activities are more extroverts and social, while children who are interested in fine art, science, and literary activity are introverts. Interests change according to time, age, need and so on. For example, the boy whose interest during school and college centered on athletic success while, in adulthood shift for success to business and community affairs. Skinner (1955) observed that boys and girls interested in some activities are better adjusted by themselves as well in the society. Boynton made a study of the interest of elementary school children and found that they liked such thing as bicycle and automobiles. There was some sex difference in that, boys were more interested in ponies riding, hiking and outdoor games. While girls were more interested in good clothes and indoor games. Hocket and Forry, on the basis of a study of interests of pupils from grade three to seven, reported that boys are much interested in games, sports, hobbies and handicrafts but girls are more interested in jumping, rope, playing house affairs, collecting dolls, dolls- costumes caring for a baby and organizing marriage of dolls. Sand in study of faith and sixth grade levels found that boys are interested in physical creative activities such as modeling, drawing, painting, imitating, dramatic activities, reading adventurous book and seeing adventurous movies and plays. Bell (1950) studies the interests of fifth and six grade level and found that pupils are interested in nature, physical world, science, machines, animals, social life others, vocations and adventurous activities. Tyler (1956) found four major interests among kindergarten children 1. playing with toys indoors, 2. active play outdoors, 3. paper pencil activities, 4. helping adults with work and, arranging things in order.

Tyler (1960) in his another study found a little deviation in the interest of adolescent boys and girls from children. Adolescent boys and girls were found interested in (1) outdoor games, competitive- horse riding, motors car driving, motor cycle race, rowing, swimming (2) science and mechanical activities like repairing models of motors car, airplane, ships and working in laboratories (3) artistries activities like drama dancing, painting, photography (4) social activities like serving others, helping sick and poor people.

There are several good interest inventories available that may be used at the junior and senior high school level and above. However, interests change with age and education and experience. Consequently the younger the individual the less predictive value of such interest inventories are some children have definite objective of their live, hence they are interested in those activities which fulfill their objectives.

## REVIEW OF LITERATURE:-

### 2. Past studies related to family relationship and children interest

#### 2.1 family relationships

- **. Problem:** THE BRIEF FAMILY RELATIONSHIP SCALE: A BRIEF MEASURE OF THE RELATIONSHIP DIMENSION IN FAMILY FUNCTIONING.

**Researcher:** Fok cc, Allen j., Herry D,

**Source:** university of Alaska Fairbanks, Fairbanks, AK, U.S.A

**STUDY DETAIL:**

The Relationship dimension of the Family Environment Scale, which consists of the Cohesion, Expressiveness, and Conflict subscales, measures a person's perception of the quality of his or her family relationship functioning. This study investigates an adaptation of the Relationship dimension of the Family Environment Scale for Alaska Native youth. The authors tested the adapted measure, the Brief Family Relationship Scale, for psychometric properties and internal structure with 284 12- to 18-year-old predominately Yup'ik Eskimo Alaska Native adolescents from rural, remote communities. This non-Western cultural group is hypothesized to display higher levels of collectivism traditionally organized around an extended kinship family structure. Results demonstrate a subset of the adapted items function satisfactorily, a three-response alternative format provided meaningful information, and the subscale's underlying structure is best described through three distinct first-order factors, organized under one higher order factor. Convergent and discriminant validity of the Brief Family Relationship Scale was assessed through correlation analysis

- **Problem:** The Relationship Assessment Scale

**Researcher:** Susan .s. Hedrick- Texas techuniversity; Amy Dicke-Texas Tech University.

**Source:** journal of social and personal relationship.

**Study detail:**

This paper offers new information on the reliability and validity of the Relationship Assessment Scale (RAS; Hendrick, 1988), a seven-item generic measure of relationship satisfaction. The RAS shows moderate to high

correlations with measures of marital satisfaction, good test-retest reliability and consistent measurement properties across samples of ethnically diverse and age-diverse couples, as well as partners seeking marital and family therapy. The RAS is an appropriate, useful and brief measure for partnered love relationships in a wide variety of research settings.

- **Problem:** THE SENSE OF ENTITLEMENT IN ROMANTIC RELATIONSHIP SCALE CONSTRUCTION, FACTOR STRUCTURE CONSTRUCTS VALIDITY AND ITS ASSOCIATIONS WITH ATTACHMENT ORIENTATIONS.

Researcher: Rami Tolmacz, Bar-ilam University, Mario Mikulincer.

Source: psychoanalytic psychology 2011, vol28, No1, 75-94; 2011 American psychological association; 0736-9735/11/200; DOI. 10.1037a0021479.

**Study Detail:** Based on clinical evidence and theoretical writings that pointed to the importance and uniqueness of the sense of entitlement in couple relationships, two studies were designed to develop and validate the Sense of Relational Entitlement (SRE) scale. A factor analysis performed on the scale's items yielded five factors that identified three basic entitlement-related attitudes toward a romantic partner. Findings indicated that both exaggerated and restricted forms of relational entitlement seem to be maladaptive and put people at risk for emotional problems. Findings also indicated that excessive and restricted forms of relational entitlement were significantly associated with attachment insecurities. In addition, the SRE scale was found to tap a unique psychological construct that moderately overlapped with constructs of narcissism and global entitlement. The discussion focuses on the developmental and psychodynamic sources of the sense of relational entitlement.

**Problem:** Dyadic relationship scale: a measure of the impact of the provision and receipt of family care.

Researcher: Sebern MD, Whitlatch©; college of nursing, Marquette university

Source: Clark Hall, room 351, p.o. box 1881, Milwaukee, WI 53201.

**Study Details:** This study evaluated the psychometric properties of the Dyadic Relationship Scale (DRS), which measures negative and positive dyadic interactions from the perspective of both the patient and the family caregiver. An important aspect of evaluating the DRS was that it be statistically sound and meaningful for both members of the dyad.

**Problem:** Family Relationships and Parental Monitoring During Middle School as Predictors of Early Adolescent Problem Behavior

Researcher: [Gregory M. Fosco](#), [Elizabeth A. Stormshak](#), [Thomas J. Dishion](#), and [Charlotte Winter](#).

Source: [J Clin Child Adolesc Psychol. 2012 March; 41\(2\): 202–213.](#)

doi: [10.1080/15374416.2012.651989.](#)

**Abstract:** The middle school years are a period of increased risk for youths' engagement in antisocial behaviors, substance use, and affiliation with deviant peers ([Dishion & Patterson, 2006](#)). This study examined the specific role of parental monitoring and of family relationships (mother, father, and sibling) that are all critical to the deterrence of problem behavior in early adolescence. The study sample comprised 179 ethnically diverse 6th grade (46% female) students who were followed through 8th grade. Results indicated that parental monitoring and father–youth connectedness were associated with reductions in problem behavior over time, and conflict with siblings was linked with increases in problem behaviors. No associations were found for mother–youth connectedness. These findings did not differ for boys and for girls, or for families with resident or nonresident fathers.

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### Past-studies related to children interest:-

Problem: **A review of research on parents and families of gifted children**

Researcher: Colangelo, N., Dettmann, D. F.

Source: Exceptional Children  
The Council for Exceptional Children  
Vol. 50, No. 1, pp. 20-27  
1983

**Abstract:** : This article focuses on research and issues dealing with parents and families of gifted children. Although the importance of parents is seen as a key factor in the development of all children, discussion of the role of parents with their gifted children has been superficially treated. Many articles deal only with general rules of thumb about good parenting. In order to avoid this, the present article begins with an extensive review and synthesis of research in the area of parents and families of gifted youngsters. This information is important in order to make meaningful generalizations. The discussion section includes a synthesis of the most important themes that emerged from the literature review. In a report to Congress, Commissioner of Education Sydney P. Marland (1972) noted that the most neglected minority in American education was that group of youngsters identified as gifted. Thus, parents of gifted children face the probable situation that their child will be in an educational environment not appropriate to his or her needs. It would seem reasonable to assume that parents aware of this possibility would become apprehensive about the kind of education their gifted child will receive.

Problem: Family Instability and Child Well-Being

Researcher: Paula fomby and Adrew j. cherlin

Source:: <sup>Am</sup> Social Rev. Author manuscript; available in PMC 2011 September 12. Published in final edited form as:  
Am Social Rev. 2007 April; 72(2): 181–204.

**Abstract:** Past research suggests that children who experience multiple transitions in family structure may face worse developmental outcomes than children raised in stable two-parent families and perhaps even children raised in stable, single-parent families. However, multiple transitions and negative child

outcomes may be associated because of common causal factors such as parents' antecedent behaviors and attributes. Using a nationally-representative, two-generation longitudinal survey that includes detailed information on children's behavioral and cognitive development, family history, and mother's attributes prior to the child's birth, we examine these alternative hypotheses. Our results suggest that, for white children, the association between the number of family structure transitions and cognitive outcomes is largely explained by mother's prior characteristics but that the association between the number of transitions and behavioral outcomes may be causal in part. We find no robust effects of number of transitions for black children.

**Problem:** Consequences of Interest-Based Learning on the Social-affective behavior of young children with autism

**Researcher:** Carol M. Trivette<sup>1</sup> & Carl J. Dunst<sup>2</sup>

**Source:** Life Span and Disability / XIV, 2 (2011), 101-110

**Abstract;** The extent to which variations in the interest-based learning opportunities afforded young children with autism were related to changes in the children's social-affective behavior was the focus of an exploratory study. The participants were 17 children and their mothers. Mothers first identified their children's interests and then selected everyday activities that provided opportunities for engagement in interest-based learning. Based on investigator assessments of the children's participation in the activities, children were divided into high and low interest-based learning opportunity groups. Results showed that after 12 weeks of intervention, the high interest-based group demonstrated more positive and less negative social-affective behavior compared to the low interest-based group. Implications for research and practice are described.

**Problem:** Practices Interest-Based Child Participation in Everyday Learning Activities

**Researcher:** Melinda Raab

**Source:** CASE in Point Insights into Early Childhood and Family Support

**ABSTRACT:** This paper includes a description of the characteristics and consequences of children's interest-based participation in everyday learning activities. A framework illustrating how interest-based participation in everyday family and community activities promotes child learning and development is included. Strategies are described for identifying and using child interests as the basis for promoting learning and development. The benefits of children's interest-based participation in everyday activities also are described

**RESEARCH METHODOLOGY:-****3.2 Problem statement:-**

- A study of family relationship and interest among school children.

**3.3 objective of the study:-**

- To study family relationship and children interest of school children.
- To study family relationship and children interest of only child.
- To study family relationship and children interest of child with sibling.
- To study family relationship and children interest of male only child.
- To study family relationship and children interest of male child with sibling.
- To study family relationship and children interest of female only child.
- To study family relationship and children interest of female child with sibling.

**3.4 Variable:-****I. Independent variable:-****A. SEX**

A1 Boys

A2 Girls

**B. STATUS**

B1 Only child

B2 Sibling child

**II. Dependent variable:-**

1. Family relationship

2. Children interest

**III. Control variable:-**

School children of Vadodara city.

**HYPOTHESIS:-**

It is a fact that hypothesis in any research work is very important without hypothesis researches would go astray:-

- There will be no significant difference between boys and girls in relation to interest.
- There will be no significant difference between only child and child with siblings in relation to interest.



- There will be no significant difference between boys and girls in relation to game and sport interest.
- There will be no significant difference between boys and girls in relation to Fine arts and music interest.
- There will be no significant difference between boys and girls in relation to literary work interest.
- There will be no significant difference between boys and girls in relation to social and house interest.
- There will be no significant difference between boys and girls in relation to hold affairs interest.
- There will be no significant difference between only child and child with sibling in relation to game and sport interest.
- There will be no significant different between only child and child with sibling in relation to Fine arts and music interest.
- There will be no significant different between only child and child with sibling in relation to literary work interest.
- There will be no significant different between only child and child with sibling in relation to social and house interest.
- There will be no significant different between only child and child with sibling in relation to hold affairs interest.

### 3.6 Sample:-

The sample of 50boys and 50 girls' student's total 100 students from different school of vadodara city were taken.

### 3.7 Research Design:-

This research has adopted 2x2x2x2 factorial designs

Type	Female Gujarati medium	Female English medium	Male Gujarati medium	Male English medium	Grand Total
sibling	20	20	20	20	80
Only child	20	20	20	20	80
total	40	40	40	40	160

### 3.8 Tools:-

#### 1. Family relationship scale:-

The family relationship of the subject is measured with the help of FAMILY RELATIONSHIP SCALE by DR. ALKA DAVID. The relationship with family members are greatly influenced by the home setting- the pattern of life in the home, economy and status of the family in the community. The poor family relationship leaves psychological scars on young children



development of personality. The effort should be taken by parents to improve good family relationships.

Authors of the present scale prepared a list of 40 questions which contain 3 options out of which 1 option has to be ticked. The reliability of the scale was determined by half-split method and test- retest method was 0.72.

The validity of the scale was found to be 0.52.

## 2. Child interest test:-

The child interest test was given by DR. ALKA DAVID asset. Professor Govt. Girls college, Katni (M.P).The child interest test contain 40 questions which is divided into 4 parts like Games & Sports, Fine arts & Music, Literary work, Social & House Hold Affairs. For each one mark will be allotted. Rabidity of the test is .79(N=200) and Validity of the test is .62(N= 100).

## RESULT

**Table no.1 interest**

**Table 1.1 showing result of ANOVA scores of sport interest**

Source	Type III Sum of Squares	df	Mean Square	F
A	218.556	1	218.556	10.381*
B	174.306	1	174.306	8.279*
C	24.806	1	24.806	1.178
Gender * Medium (AXB)	28.056	1	28.056	1.333
Gender * Type (AXC)	47.306	1	47.306	2.247
Medium * Type (BXC)	3.306	1	3.306	.157
Gender * Medium * Type (AXBXC)	237.656	1	237.656	11.288
Bss	3200.250	152	21.054	
Tss	3934.244	159		

\*Significant at 0.01 level \*\* significant at 0.5 level

## GENDER

The result of ANOVA on sport interest score table no 1.1 consulted and found that the F- ratio for gender is 10.381 that is significant at.01 level that means male and female differ significantly from one other in sport interest .

**Table no 1.1.1 showing the result of mean and standard deviation score of sport interest**

Gender	Mean	SD	N
--------	------	----	---

Male	8.7000	4.14729	80
Female	11.0375	5.46205	80

The result in the table 1.1.1 prove that the difference between the mean score of male and female for sports interest is 2.3375 (11.0375-8.7000) Here, female shows good interest in sports.

### **MEDIUM**

The result of ANOVA on sports interest score on table no 1.1 proves that the F-ratio for medium in sports interest is 8.279 that is significant at 0.01 that means male and female differ significantly from each other in sport interest.

**Table no 1.1.2 showing results of mean and standard deviation score of sport interest**

Medium	mean	SD	N
English	8.8250	4.14729	80
Gujarat	11.0375	5.46205	80

The result in the table no. 1.2.1 obtained by both English medium students and Gujarati medium students shows mean and SD scores for sports interest where English medium students scored 8.8250 and 4.14729 while Gujarati medium students scored 11.0325 and 5.46205, which signifies that Gujarati medium students have more interest in sports.

### **TYPES**

As per score table no. 1.3.1 obtained by the result of ANOVA on sport interest which points out that the F-ratio for type is 1.178 that is non-significant that means only child do not differ significantly from sibling in sport interest.

**Table no 1.1.3 showing the result of mean and standard deviation score of sport interest**

Types	Mean	SD	N
Only child	9.4750	5.24579	80
Sibling child	10.2625	4.68702	80

The report in the table 1.1.3 reveals the fact that both mean and SD score of only child for sports interest is 5.24579, while the SD score of sibling is 4.68702. Thus, only child SD is more than sibling child SD.

**Table no 1.2. showing result of ANOVA scores of music interest**

Source variation	Type III Sum of Squares	df	Mean Square	F
Gender	319.225	1	319.225	30.406*
Medium	2.025	1	2.025	.193
Type	7.225	1	7.225	.688
Gender * Medium	14.400	1	14.400	1.372
Gender * Type	36.100	1	36.100	3.439

Medium * Type	12.100	1	12.100	1.153
Gender * Medium * Type	21.025	1	21.025	2.003
Error	1595.800	152	10.499	
Corrected Total	2007.900	159		

\*Significant at .01 level \*\* significant at 0.5 level

## **GENDER**

In table no. 1.2 the score received by the result of ANOVA on music interest shows that the F-ratio for gender is 30.406 which are significant at 0.01 levels. Results prove that there is significant difference between male and female children in music interest.

**Table no 1.2.1 showing the result of mean and standard deviation of music interest**

Gender	Mean	SD	N
Male	12.1875	3.26893	80
Female	9.3625	3.26951	80

The report in the table no. 1.2.1 it can be observe that difference between SD score of male and female for music interest are 3.26893 and 3.26951 Which signifies that there is not much difference in music interest

## **MEDIUM**

The result on ANOVA shows that the F-ratio for medium is .193 for music interest, which is non-significant that means English medium students do not differ significantly from Gujarati medium students.

**Table no 1.2.2 showing the result of mean and standard deviation score of music interest**

Medium	Mean	SD	N
English	10.8875	3.71447	80
Gujarati	10.6625	3.40492	80

By looking at the report in table no. 1.2.2 proves that there is slit difference between the mean and SD for English medium students and Gujarati medium students where the mean of English medium student and Gujarati medium students are 10.8875 and 10.6625 while, the SD of English medium students and Gujarati medium students are 3.71447 and 3.40492 which signifies that there is not much difference in music interest.

## **TYPE.**

The result of ANOVA shows that the F-ratio for type is .688 for music interest, which is non-significant that means only child do not differ significantly from sibling child.

**Table no1.2.3 showing the result of mean and standard deviation score of music interest**

Type	Mean	S,D	N
Only child	10.9875	4.00472	80
Sibling child	10.5625	3.04749	80

In table no. 1.2.3 it was found that SD score of only child and sibling child for music interest are 4.00472 and 3.04749, Which signifies that the only child show higher level of music interest

**Table no 1.3. showing result of ANOVA scores of literary interest**

Source variation	Type III Sum of Squares	df	Mean Square	F
Gender	1.225	1	1.225	.102
Medium	.100	1	.100	.008
Type	38.025	1	38.025	3.154
Gender * Medium	1.225	1	1.225	.102
Gender * Type	115.600	1	115.600	9.588*
Medium * Type	.625	1	.625	.052
Gender * Medium * Type	108.900	1	108.900	9.032*
Error	1832.700	152	12.057	
Corrected Total	2098.400	159		

\*Significant at .01 level \*\* significant at 0.5 level

### **GENDER**

By looking at this table no. 1.3 it reveals that the F- ratio for gender is.102 that is non-significant that means male do not differ significantly from female in literary interest.

**Table no 1.3.1 showing the result of mean and standard deviation score of literary interest**

Gender	Mean	S.D	N
Male	9.6875	3.87329	80
Female	9.5125	3.39767	80

The report shown in the table no. 1.3.1 Observed by the fact that the mean and SD score of male for literary interest are 9.6875 and 3.87329, while the mean and SD score of female are 9.5125 and 3.39767. This shows that male is unnoticeable higher in literary interest than female.

### **MEDIUM**

When looking at table no.1.3.2 it reveal the F- ratio for medium is .008 on the bases of ANOVA. That is non-significant that means English medium students do not differ significantly from Gujarati medium students in literary interest.

**Table no 1.3.2 showing the result of mean and standard deviation score of literary interest**

Medium	Mean	SD	N
English	9.5750	3.07203	80
Gujarati	9.6250	4.13805	80

The result in the table no.1.3.2 prove that the mean score of English medium students and Gujarati medium students for literary interest are 9.5750 and 9.6250, which signifies that Gujarati medium students show higher level of literary interest.

### **TYPE**

The result of ANOVA on table no.1.3.3 found that the F-ratio for type is 3.154 that are non-significant which means only child do not differ significantly from sibling child in literary interest.

**Table no1.3.3 showing the result of mean and standard deviation score of literary interest**

Type	Mean	SD	N
Only child	9.1125	3.93939	80
Sibling child	10.0875	3.24990	80

According to the report in the table no. 3.1.3 reveal the fact that there is difference between types of mean score of only child and sibling child for literary interest are 0.975 while the SD score of only child and sibling child do not show much difference.

**Table no 1.4.showing result of ANOVA scores of social work and house hold interest**

Source variation	Type III Sum of Squares	df	Mean Square	F
Gender	7075.600	1	7075.600	.865
Medium	10112.400	1	10112.400	1.237
Type	7371.225	1	7371.225	.901
Gender * Medium	7784.100	1	7784.100	.952
Gender * Type	8673.025	1	8673.025	1.061
Medium * Type	7868.025	1	7868.025	.962
Gender * Medium * Type	6579.225	1	6579.225	.805
Error	1242850.400	152	8176.647	
Corrected Total	1298314.000	159		

\*Significant at 0 .01 level \*\* significant at 0.5 level

### **GENDER**

Looking at the score table no.1.4 where the result of ANOVA on social work and household interest was found to be .865 has F-ratio for gender. That is non-significant means male do not differ significantly from female in social work and household interest.

**Table no 1.4.1 showing the result of mean and standard deviation score of social work and household**

Gender	Mean	SD	N
Male	23.4500	127.74184	80
Female	9.8500	5.17809	80

As per the report shown in the table no. 1.4.1 reflect the fact that the mean score of male for social work and house hold interest is 23.4500 ,while the mean score of female for social work and household is 9.8500.while comparing male and female with the mean score there is a

significant difference in interest between male and female, where the male shows high level in social work and household interest than female.

### **MEDIUM**

The result of ANOVA on the score table no. 1.4.2 reveal the social works and household interest was proved to be 1.237 as F-ratio for medium. That is non-significant that means English medium students do not differ significantly from Gujarati medium students in social work and household interest.

**Table no 1.4.2 showing the result of mean and standard deviation score of social work and household**

Medium	Mean	SD	N
English	24.4500	127.62940	80
Gujarati	8.5500	4.13353	80

According to the report shown in the table no. 1.4.2 proves that the mean and SD score of English medium students for social work and house hold interest are 24.4500 and 127.62940, while the mean and SD score of Gujarati medium students for social work and household interest are 8.550 and 4.13353. There is a significant difference in interest between English and Gujarati medium students where the English medium students have higher level of social work and household interest.

### **TYPE**

As per the score on table no.1.4.3 which was obtained by the result of ANOVA on social works and household interest which points out that the F-ratio for type is .901 gives that there is non-significant that means only child do not differ significantly from sibling child in social work and household .

**Table no 1.4.3 showing the result of mean and standard deviation score of social work and household**

Type	Mean	SD	N
Only child	9.7125	4.73926	80
Sibling child	23.2875	127.4423	80

As per the result observed in the table no. 1.4.3 observe that the mean score of only child for social work and house hold interest are 9.7125 4, while the mean score of sibling child for social work and household are 23.2875 .Where the sibling child show high level of social work and household interest.

**Table no 2.1.showing result of ANOVA scores of FRS**

Source	Type III Sum of Squares	df	Mean Square	F
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Gender	223.256	1	223.256	9.767*
Medium	1.406	1	1.406	.062
Type	252.506	1	252.506	11.046*
Gender * Medium	262.656	1	262.656	11.490*
Gender * Type	.306	1	.306	.013
Medium * Type	26.406	1	26.406	1.155
Gender * Medium * Type	237.656	1	237.656	10.397*
Error	3474.550	152	22.859	
Corrected Total	4478.744	159		

## **GENDER**

While looking at table no. 2.1.1 the score obtained in the result of ANOVA on FRS shows that the F-ratio for gender is 9.767 which show that there is a significant at 0.01 levels. Result proves that there is significant difference between male and female children in FRS interest.

**Table no 2.1.1 showing the result of mean and standard deviation score of FRS**

Gender	Mean	SD	N
Male	475000	532251	80
Female	451375	505350	80

The report shown in the table no. 2.1.1 prove that the mean score of male and female for FRS interest are 475000 and 451375, while the SD score of male and female for FRS interest are 532251 and 505350. This signifies that male shows high level of FRS interest than female.

## **MEDIUM**

While looking at table no.2.12 the score obtained by the result of ANOVA on FRS shows that the F-ratio for medium is .062 that there is non- significant that means English medium students do not differ significantly from Gujarati medium students in FRS interest.

**Table no 2.1.2 showing the result of mean and standard deviation score of FRS**

Medium	Mean	SD	N
English	46.4125	5.98457	80
Gujarati	46.2250	4.56729	80

The result in the table no. 2.1.2 Found the fact that the mean score of English medium students and Gujarati medium students are 46.4125 and 46.2250, while the SD score of Gujarati medium student are 5.98457 and 4.56729 respectively. Here the mean of English medium students and Gujarati medium students do not show much difference. There are significant differences in the SD of English medium students than Gujarati medium students. Thus, the FRS is higher in English medium students

## **TYPE**



The result of ANOVA in table no.2.1.3 is all about FRS where the F-ratio for types is 11.046.that there is non-significant that means Only child do not differ significantly from sibling child in FRS interest.

**Table no 2.1.3 showing the result of mean and standard deviation score of FRS**

Type	Mean	SD	N
Only child	45.0625	4.97931	80
Sibling child	47.5750	5.35753	80

The result in table no. 2.1.3 Prove that the difference between the mean score of only child and sibling child for FRS interest is 2.5125 i.e.(47.5750-45.0625) , while the difference between the SD score of sibling children and only child is 0.37822 i.e.(5.35753-4.97931) . This signifies that the mean and SD sibling child is high compared to that of only child.

### CONCLUSION AND SUGGESTIONS:-

- The male child and female child differ significantly from one other in sport interest. Female shows good interest in sport.
- Gujarati medium and English medium children significantly from each other in sport interest. Gujarati medium students have more interest in sport.
- Only child do not differ significantly from child with sibling in sport interest.
- There is a significant difference between male and female children in music interest. Male are higher in music interest.
- English medium students do not differ significantly from Gujarati medium students in Music interest.
- Only child do not differ significantly from child with sibling in music interest.
- Male child do not differ significantly from female child in literary interest.
- English medium students do not differ significantly from Gujarati medium students in literary interest.
- Only child do not differ significantly from child with sibling in literary interest.
- There is no significant difference between male and female child female in social work and household interest.
- English medium students do not differ significantly from Gujarati medium students in social work and household interest.
- Only child do not differ significantly from child with sibling in social work and household interest.
- There is significantly difference between male and female children in family relationship.

- English medium students do not differ significantly from Gujarati medium students in family relationship.
- Only child do not differ significantly from sibling child in family relationship.

### **LIMITATIONS:-**

- Community differences have not investigation in the present study.
- Socio-economic status was not considered in the study.
- The sample was taken from very small area, it would be wider.
- The sample size of each sub group or cell was small so that finding of this study cannot be generalized on a large population group.

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# EMOTIONAL INTELLIGENCE AMONG PROFESSORS OF GRANTED AND NON-GRANTED COLLAGES: A COMPARATIVE STUDY

**Mr. Bhavesh G. Gopani**

## ABSTRACT:

The aim of present study was to investigate emotional intelligence among professors of granted and non-granted collages. The Random sampling method was used in this study. The total sample consisted 60 professors among this 30 of granted and 30 non-granted collages . Along with the respective personal data sheet and emotional intelligence scale developed by Hayd, Path and Dhar (2001) and it is also translated in Gujarati by Rathod used from data collaction. Data was analyzed by 't' test verify the hypothesis. The result shows that 't' value is 4.13 that is significant at 0.01 level. So, the hypothesis is not accepted. it means professor of granted and non-granted was very far difference between emotional intelligence.

**KEY WORD: Emotional Intelligence.**

## INTRODUCTION:

Emotions exert an incredibly powerful force on human behavior. Strong emotions can cause you to take actions you might not normally perform, or avoid situations that you generally enjoy. Why exactly do we have emotions? What causes us to have these feelings? Researchers, philosophers, and psychologists have proposed a number of different theories to explain the how and why behind human emotions.

In psychology, emotion is often defined as a complex state of feeling that results in physical and psychological changes that influence thought and behavior. Emotionality is associated with a range of psychological phenomena including temperament, personality, mood and motivation. According to author David G. Meyers, human emotion involves "...physiological arousal, expressive behaviors, and conscious experience."

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The word "**emotion**" is comes from, dates back to 1579, when it was adapted from the French word *émouvoir*, which means "**to stir up**".

In psychology there is three main reasons to study emotions

1. To know emotions & to understand it.
2. To understand expression of emotions.
3. To use methods of control emotion.

In world today, to know and to measure Intelligence Quotient

(IQ) is very famous. Likewise, after study of Emotional Quotient (EQ) by Daniel Goldman, EQ is also becomes famous .Az

In 1983, Howard Gardner's Frames of Mind: The Theory of Multiple Intelligences' Introduced the idea that traditional types of intelligence, such as IQ, fail to fully explain cognitive ability. He introduced the idea of multiple intelligences which included both interpersonal intelligence (the capacity to understand the intentions, motivations and desires of other people) and intrapersonal intelligence (the capacity to understand oneself, to appreciate one's feelings, fears and motivations).

The first use of the term "emotional intelligence" is usually attributed to Wayne Payne's doctoral thesis, A Study of Emotion Developing Emotional Intelligence from 1985. The first published use of 'EQ' (Emotional Quotient) seems to be by Keith Beasley in 1987 in an article in the British Mensa magazine. However, prior to this, the term "emotional intelligence" had appeared in Beldoch (1964), Leuner (1966). Stanley Greenspan (1989) also put forward an EI model, followed by Peter Salovey and John Mayer (1989).The distinction between trait emotional intelligence and ability emotional intelligence was introduced in 2000.

However, the term became widely-known with the publication of Goleman's Emotional Intelligence - Why it can matter more than IQ (1995). It is to this book's best-selling status that the term can attribute its popularity. Goleman has followed up with several further popular publications of a similar theme that reinforce use of the term. Goleman's publications are self help books that are non-academic in nature

### **Definition of emotional Intelligence:**

*"Emotional intelligence is the ability to monitor one's own and others feelings and emotions, to discriminate among them and to use this information to quire ones thinking and action"*

-Salovey &Mayer

*“The ability to sense, understand, value and effectively apply the power and acumen of emotions as a source of human energy, information, trust, creativity and influence”*

- Daniel Goleman

### **Models of emotional Intelligence:**

Substantial disagreement exists regarding the definition of EI, with respect to both terminology and operationalizations. Currently, there are three main models of EI:

1. Ability model
2. Mixed model (usually subsumed under trait EI)
3. Trait model

Different models of EI have led to the development of various instruments for the assessment of the construct. While some of these measures may overlap, most researchers agree that they tap different constructs.

#### **1. Ability model:-**

Salovey and Mayer's conception of EI strives to define EI within the confines of the standard criteria for a new intelligence. Following their continuing research, their initial definition of EI was revised to **"The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth."**

The ability-based model views emotions as useful sources of information that help one to make sense of and navigate the social environment. The model proposes that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. This ability is seen to manifest itself in certain adaptive behaviors.

The model claims that EI includes four types of abilities:

1. Perceiving emotions.
2. Using emotions.
3. Understanding emotions.
4. Managing emotions.

#### **2. Mixed model:-**

The model introduced by Daniel Goleman focuses on EI as a wide array of competencies and skills that drive leadership performance. Goleman's model outlines two main EI constructs.

1. Personal competence &
2. Social competence

**1. Personal competence:** it has three sub categories as below

- 1). Self-awareness:** – the ability to know one's emotions, strengths, weaknesses, drives, values and goals and recognize their impact on others while using gut feelings to guide decisions.
- 2). Self-regulation:**– involves controlling or redirecting one's disruptive emotions and impulses and adapting to changing circumstances.
- 3). Motivation:** - being driven to achieve for the sake of achievement

**2. Social competence:** it has two sub categories as below

- 1). Social skill:-** managing relationships to move people in the desired direction
- 2). Empathy** - considering other people's feelings especially when making decisions

Goleman includes a set of emotional competencies within each construct of EI. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and can be developed to achieve outstanding performance. Goleman posits that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies. Goleman's model of EI has been criticized in the research literature as mere pop psychology" (Mayer, Roberts, & Barsade, 2008).

**3 Trait model:-**

Soviet-born British psychologist Konstantin Vasily Petrides ("K. V. Petrides") proposed a conceptual distinction between the ability based model and a trait based model of EI and has been developing the latter over many years in numerous scientific publications. Trait EI is "a constellation of emotional self-perceptions located at the lower levels of personality." In lay terms, trait EI refers to an individual's self-perceptions of their emotional abilities. This definition of EI encompasses behavioral dispositions and self perceived abilities and is measured by self report, as opposed to the ability based model which refers to actual abilities, which have proven highly resistant to scientific measurement. Trait EI should be investigated within a personality framework. An alternative label for the same construct is trait emotional self-efficacy.



**METHODOLOGY:**

- **OBJECTIVE:-**

To comparative study of emotional intelligence among professors of granted and non-granted colleges.

- **HYPOTHESIS:-**

There is no significant difference on emotional intelligence among professors of granted and non-granted colleges.

- **VARIABLE:-**

**(1) Independent variable:-**

A. colleges professor at two levels.

A1- granted colleges professor

A2- non-granted colleges professor

**(2)Depended variable:-**

To get score on Emotional intelligence among professors of granted and non-granted colleges.

- **SAMPLE:-**

The sample consisted of 60 professors.(30 professors of granted and 30 professors of non-granted colleges), the sample was selected by random method from the professors of Bhavnagar university.

- **TOOLS :-**

In this research Emotional intelligence, Questionnaire where used from data collection. It was constructed and developed by the Hyde, Path & Dhar (2001). They have made English version scale but investigator has used Gujarati version scale made by Rathod (2009) & the reliability is 0.81, & validity is 0.42 .

**RESEARCH DESIGN:-**

A. colleges professor at two levels.

A1 - granted colleges professor

A2- non-granted colleges professor

**STATISTICAL TECHNIQUE:-**

Hear in this study “t” test was used for date interpretation.

**RESULT TABLE**

variable	Sample (N)	Mean	S.D	SED	't' value	Level of significance
Professors of granted collage	30	106.97	11.59	2.52	4.13	0.01
Professors of non granted collage	30	117.37	7.58			

Significance = 0.01 = 2.66

**RESULT DISCUSSION:-**

The main objective of present study was a study of emotional intelligence among professors of granted and non granted collages. In it statistical 't' method was used. A result discussion of present is as below.

The professors non granted collages received higher mean score 117.37 in compared to the professors of granted collages, there has mean score was 106.97 and mean difference is 10.40 . And the standard deviation score of professors of non granted collages 7.58 and the professors of granted collages is 11.59

From this we can say professors of non granted collages is having higher emotional quotient than professors of granted collages. The 't' value of emotional quotient is 4.13

According to the 't' test the numeric value of the emotional quotient is 4.13 which is significant at 0.01 level. Therefore the hypothesis is that there is no significant difference on emotional intelligence among professors of granted and non-granted collages is not acceptable . It means there is significant difference on emotional intelligence among professors of granted and non-granted collages .

So, this study examined

**CONCLUSION:**

There is significant difference on emotional intelligence among professors of granted and non-granted collages.

(t = 4.13)

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## MENTAL HEALTH OF WOMEN

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- **Meaning Of mental health:**

There is a great deal of misunderstanding and confusion concerning the relation between mental health. It might be better if the latter term were abandoned altogether, but that would create other difficulties because of the firm hold that the term 'mental hygiene' has on our thinking. Certainly, mental health is a necessary condition of good adjustment and by the same rules, when a person is mentally healthy there is little likelihood of serious maladjustment.

Here we have an instance of the link mental health. Bitterness, envy, jealousy, anxiety and so on, are mental symptoms of deep seated conflicts and frustrations in much the same way that aching muscles, tiredness, headache, and nasal discharge are signs of an infection. In the one case, there is mental health and in the physical health. Mental health then means freedom disabling and disturbing symptoms that interfere with peace of mind, emotional tranquility or mental efficiency.

- **Specific criteria of mental health:**

1. Adequate contact with reality.
2. Healthy attitudes.
3. Control of thought and imagination.

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4. Mental efficiency.
5. Integration of thought and conduct.
6. Integration of motives and resolution of conflicts.
7. Feelings of security and belonging.
8. Adequate concept of self.
9. Adequate ego identification.
10. A healthy emotional life.
11. Mental tranquility or peace of mind.

- **Mental health foundation:**

Mental health problems affect women and men equally ;but some are more common among woman , abuse is often a factor in woman's mental health problem. Treatment's need to be sensitive to and reflect gender difference's.

The same numbers of woman and men experience. Mental health problems overall, but some problems are more common in women than men and vice versa.

Various social factors but women at greater risk of poor mental health than men however women's. Readiness to talk about their feelings and their mental health.

- **Women as guardians of family health:**

However busy they are it is important that women look after their mental health. Traditionally women have tended to take on the responsibility of looking after the health of members of their family as well as themselves. For instance women often shop for their family and influence what they eat or advise their family when they feel unwell. This role makes it particularly important that women understand how the choices we all make in everyday life can affect our mental health.

- **Woman's Mental health:**

There are no significant differences between the numbers of men and women who experience a mental health problem overall but some problems are more common in women than in men.

Women are more likely to have been treated for a mental health problem than men. This reflects women's greater willingness to acknowledge that they are

troubled and get support. It may also reflect doctors' expectation of the kinds of health problem that women and men are likely to encounter.

About 25% of people who die by suicide are women. Again women's greater emotional literacy and readiness to talk to others about their feelings and seek help may protect them from suicidal feelings. Being a mother also makes women less likely to take their own life.

The social factors particularly affecting women's mental health include:

More women than men are the main caregivers for their children and they may care for other dependent relatives too. Intensive caring can affect emotional health, physical health, social activities and finances.

Women often juggle multiple roles they may be mothers, and caregivers as well as doing paid work and running a household.

Poverty, working mainly in the home on housework and concerns about personal safety can make women particularly isolated.

Physical and sexual abuse of girls and women can have a long term impact on their mental health, especially if no support has been received around past abuses.

Mental health problems affecting more women than men. Some women find it hard to talk about difficult feelings and internalize them which can lead to problems such as depression and eating disorders. They may express their emotional pain through self-harm, whereas men are more likely to 'act out' repressed feelings, and to use violence against others.

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## IMPORTANCE OF WOMEN: A PSYCHOLOGICAL VIEW

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Today women is walking step to sleep with men. There is not a single place. Where man was cannot works in driving, teachers, etc, in doing so she has to pass many difficult and hard paths in her life .ex., Sunita Williams. “A mother is better than hundred teachers “. There is no doubt in this proverb. Today women faces violence's is her home as well as of her working place. There are many points to be discussed in this modern era, but the more debatable point is women.

There are many forms of women. Today she is walking step to sleep with men. Today there is no single place where we cannot see women. Or we can say that there is not a single place where women cannot work. Today she drives four wheel and taxi. She has no inferiority complete in doing any work. There was a time when she has place within four walls of home. A woman that means a means of maintainers' house bold work.

Here we shall discuss both importance and violence against her. She has never gainer importance by our society. But even though she has proved her importance. In doing so she has to pars many difficult and hard paths in her life. Today women like Sunnita Williams her research in Space shuttle. It was no their but she hard work. Otherwise, our society might not permitted to go out of her home.in fact, one cannot do such work in hulk as a women is doing one cannot even care for work so bulky. A women is said mother and there is a proverb that “A mother is better there hundred teachers.” There is no doubt in this proverb.

Today women faces violence is her home as well as of her working place. There is no single place where she is not facing violence. The only reason is our man dominated society.

Today rape, kidnapping, theft, robbery, dirty politics is seen everywhere. And only thing penal each misbehavior is women and money. Because we have given too much importance to money .but such importance has not seen given to women. Ever through we believe her as a “Laxmi” of our home. God has not named her merely by weighing with money but the real meaning of the “secreatlaxmi” is something else.

The government has named her laxmi because she is the only person who has strength to maintain her home single and really. To maintain home to look after family members, and at times she has to do job, so she is called laxmi by the god. A woman has capacity to play thousand roles in her life.so she is named as laxmi. Can a man do such hard work?

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Once there was a time when she was crisis level as a feel of foot. But friend's! The women who was at feel of foot has jumped with the same foot. She reaches earlier than feel of a man can reach. So she can do every work as a man can do. We can see women at every place of our working step to step with a man .nowa day women has become an easy to harass character and so the enemies of feminism create such violence like rape. May be that of Delhi or Bombay number of such violence is increased. Who has to suffer is a woman only.

Today prrograce of women has become a difficulty of path. She is rapped of the time of early minor age. such brutish men are of every corner of our society. But people do not discuss a bought such brutish men and discuss of rul. The victimized women. But the victimized women is a mother, a daughter, a wife. No one can think of a family of such victimized women.

The grief of this phenomena is through by women only. Why? Because there brutish men are born by women themselves. So a women is shuttering at last. They have to fight against violence caused to them. They make group and organizations. In which each women help one another. This is laxmi and now we can understand. Why the god has called her as laxmi. People puncher money as well as laxmi.

Our rules and regulations should be so framed that people who think women merely as a feel of foot, they have to think hundred times before such thinking so. The government has framed rules and regulations against domestic violence happened to women. It is a good thing, but in the time of female illiteracy who can understand these rules and regulations. So the first step toward this is to make her life rated compulsory. Then and then women would be life rated from such domestic violence our proverb.

*“ Nari tu narayani ”  
should be changed to  
“ Nari tu na Hari ”*